



AGENDA GLEN ELLYN SCHOOL DISTRICT 41 BOARD OF EDUCATION REGULAR MEETING

**MAY 26, 2020
7:00 PM**

**CENTRAL SERVICES OFFICES
793 NORTH MAIN STREET
GLEN ELLYN, ILLINOIS 60137**

I. Call to Order	3
II. Pledge of Allegiance	
III. Roll Call	
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V. Celebration Video	
VI. Forest Glen Assistant Principal Introduction	
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XXXVI. Review Proposed Illinois Association of School Board Resolutions	198
XXXVII. Upcoming Meetings	
XXXVIII. Monday, June 8, 2020, Regular Board Meeting, 7:00 p.m	
XXXIX. Monday, June 22, 2020, Regular Board Meeting, 7:00 p.m	
XL. Items for Consideration for Future Agenda	
XLI. Adjourn to Closed Session	
XLII. Return to Open Session	
XLIII. Adjournment	

Superintendent Dr. Melissa Kaczowski



Board of Education Meeting Norms

1. The Board is a governing body. The Board understands and respects the role of the Board and staff.
2. The Board will presume positive intent.
3. The Board agenda is developed to ensure the meeting is run efficiently.
4. The Board adheres to the topics of the agenda. Board discussion is for the business purpose of seeking clarity, furthering understanding and being prepared to take action.
5. There are no side conversations or interrupting of other Board members during open and closed session meetings.
6. Board members come prepared to each meeting.
7. Board members are given an adequate opportunity to participate in discussion and decision making.
8. Board members will contact the Superintendent with agenda questions prior to the meeting (Monday morning of the Board meeting at the latest). This will allow staff the time necessary to research the information. Additional questions may still be presented during the Board meeting as necessary.
9. Board members will state their position concisely and summarize. If another Board member has already captured the position on a subject, he/she will state that without repeating.
10. The Board's treatment of all persons is courteous, dignified and fair. There is a respectful atmosphere throughout the entire meeting.
11. The Board President's role is to facilitate the meeting by monitoring the discussion. Based on the norms, the Board President will check in with Board members to invite any new comments or to move forward to the next item. The Board President will enforce the agreed upon norms.

Glen Ellyn School District 41

Executive Summary

Winter 2020

SCHOOL PERCEPTIONS

Our mission is to help educational leaders gather, organize and use data to make strategic decisions.

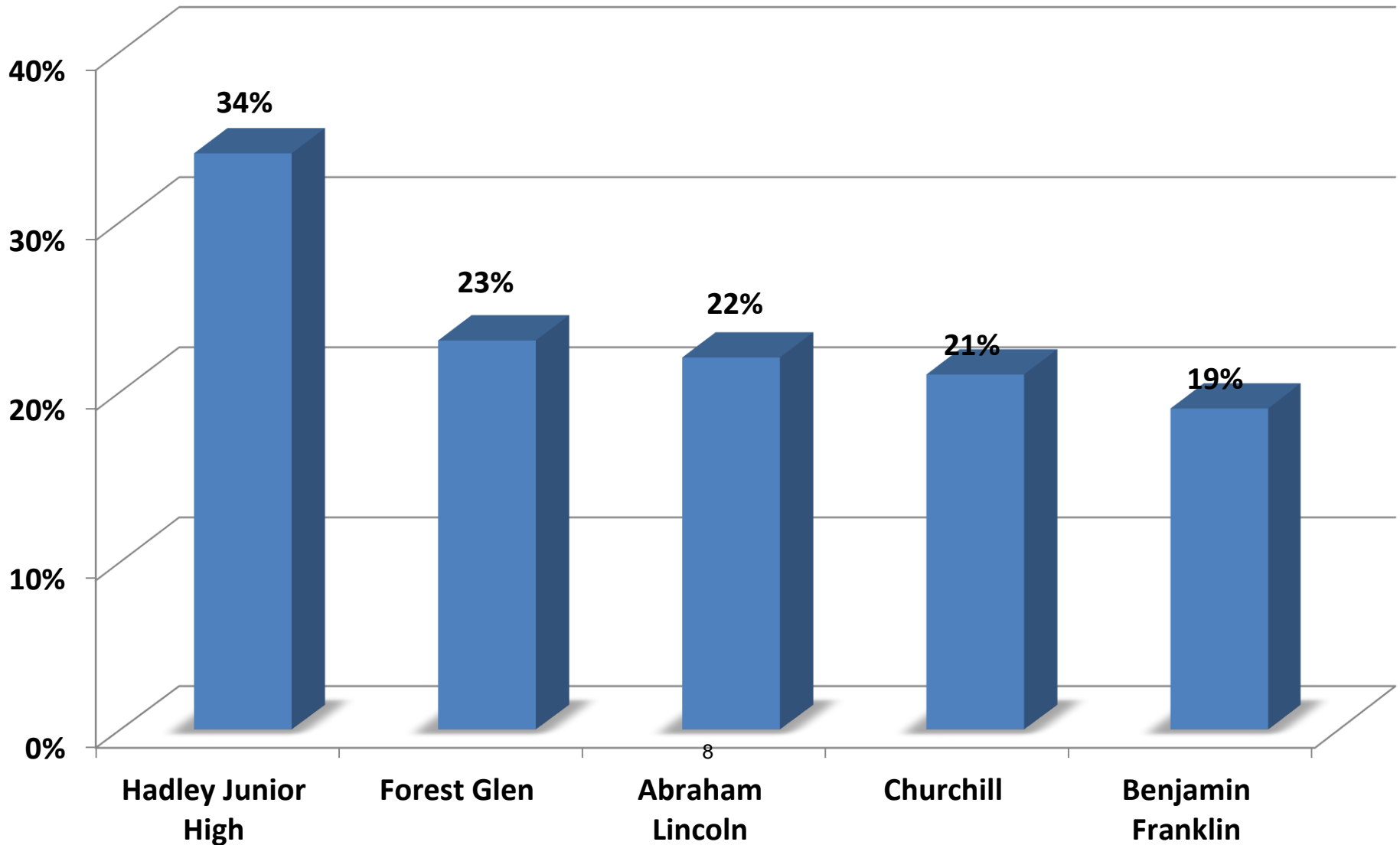
- Founded in 2002 to provide independent and unbiased research
- Conducted over 10,000 parent, staff, student, and community surveys for school improvement
- Helped more than 600 districts navigate the strategic planning and referendum planning process

Parent Feedback

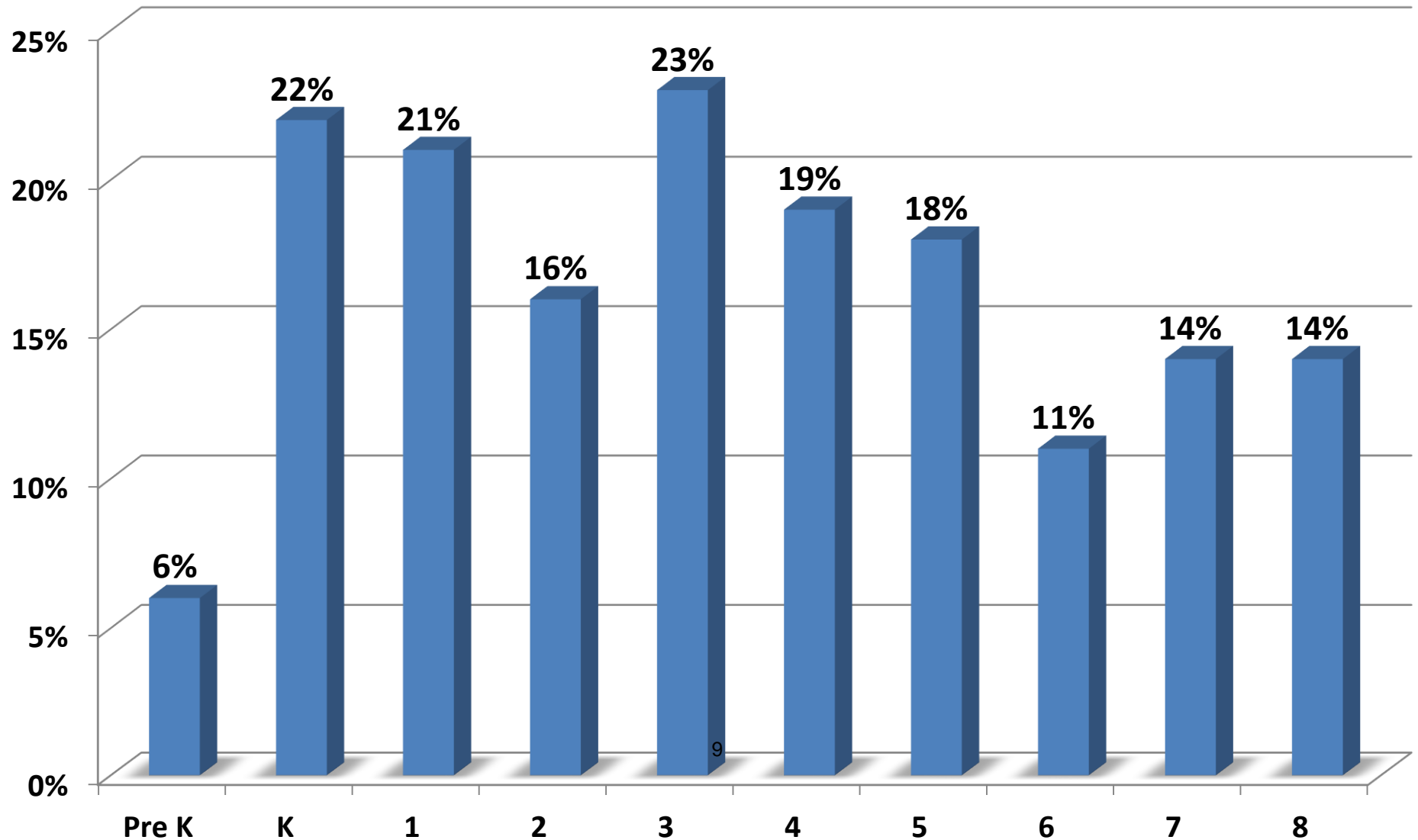
Survey Summary

- The Parent Survey was conducted in March of 2020.
- All parents were sent an email invitation to take the survey online. Each email contained a unique survey access code that could only be used once.
- Total responses = 518

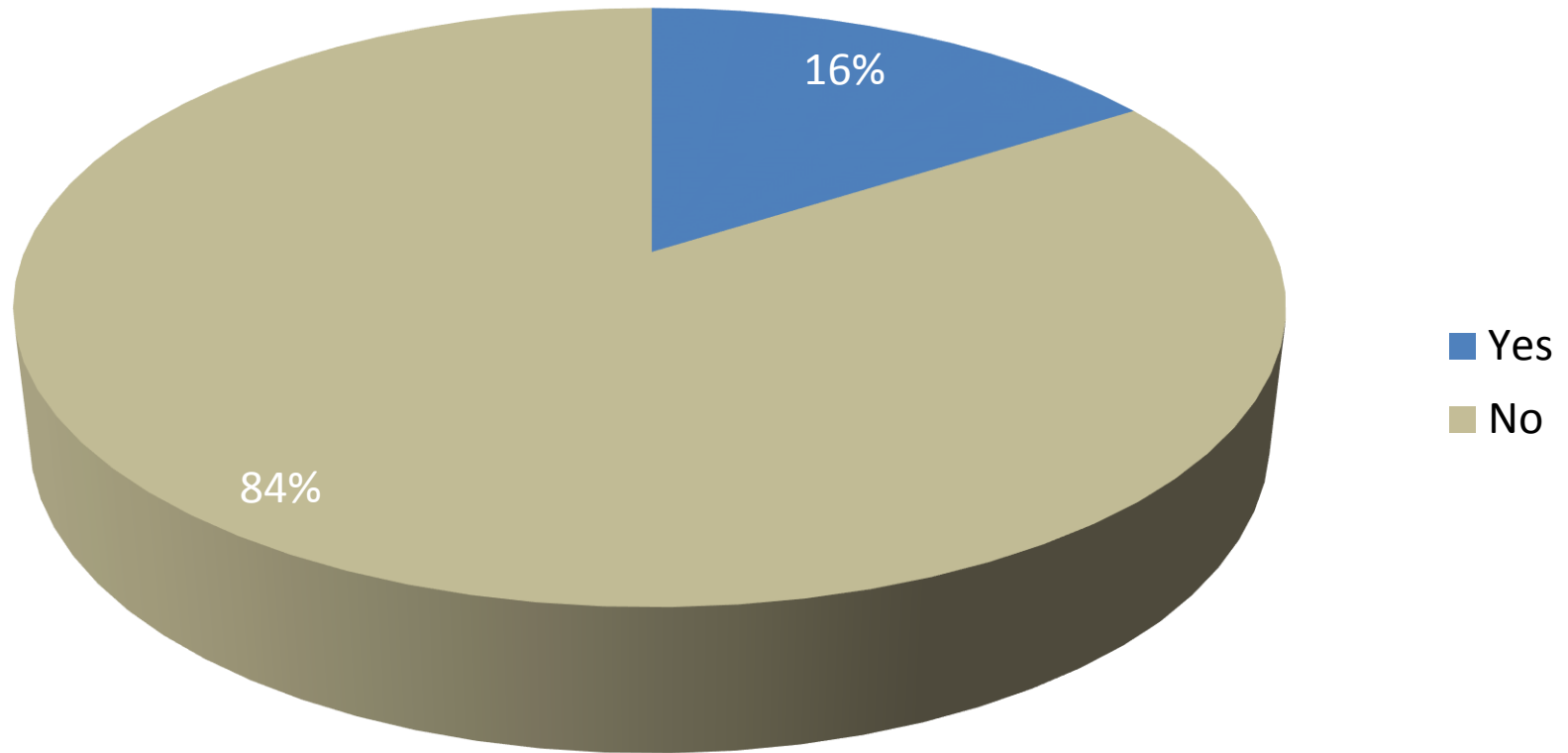
Which school(s) does your child(ren) attend?



Grade level of your child(ren):



Do you currently utilize an outside tutor for your child(ren)?



School Feedback

Abraham Lincoln (Slide 1/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
Teachers personalize instruction to meet my child's needs.	3.51	3.91	3.85	4.19	0.34
I feel comfortable sharing ideas for school improvement with staff.	3.60	3.86	4.18	4.50	0.32
I am proud of my child's school.	3.98	4.37	4.55	4.66	0.11
I believe school staff inspire my child's best efforts.	3.93	4.18	4.28	4.39	0.11
I know how to get school information when I need it.	4.23	4.28	4.41	4.48	0.07
Staff members value my opinion.	3.85	4.20	4.44	4.51	0.07
Technology is used effectively to support teaching and learning.	4.05	4.16	4.31	4.37	0.06
When conflicts among children occur, they are resolved quickly and fairly.	3.98	4.22	4.27	4.33	0.06
I receive enough information to understand my child's progress.	3.81	4.04	4.12	4.18	0.06

Abraham Lincoln (Slide 2/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

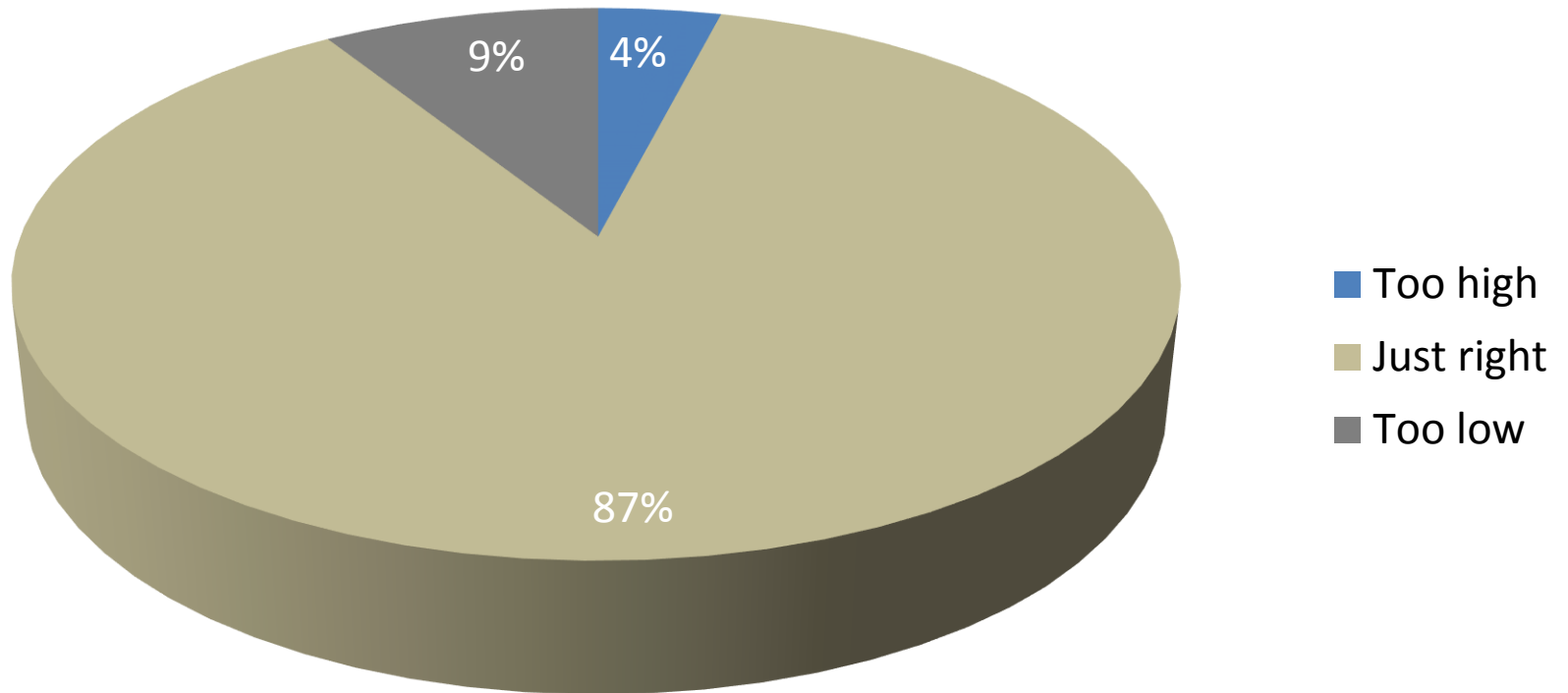
Item	2014	2016	2018	2020	2020-18 Difference
I feel welcome at my child's school.	4.26	4.39	4.56	4.61	0.05
My child has a positive relationship with at least one adult at school.	4.53	4.61	4.69	4.74	0.05
Parent/teacher conferences provide productive communication.	3.64	3.93	4.20	4.25	0.05
Overall, I am satisfied with the communication that comes from the school.	4.02	4.17	4.28	4.31	0.03
There are sufficient opportunities for me to be involved in my child's school.	4.27	4.39	4.53	4.56	0.03
Staff are willing to listen to parent concerns.	4.12	4.25	4.44	4.46	0.02
The students in my child's class get along well.	4.01	4.29	4.31	4.32	0.01
My phone calls/emails to staff are returned promptly.	134.27	4.38	4.46	4.44	-0.02
The students in my child's class help each other learn.	3.98	4.31	4.33	4.30	-0.03

Abraham Lincoln (Slide 3/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
My child has friends at school.	4.50	4.61	4.67	4.63	-0.04
Rules and standards of student conduct are clearly defined.	4.30	4.49	4.53	4.49	-0.04
When my child has a problem at school, he/she knows how to get help.	3.94	4.18	4.21	4.17	-0.04
My child enjoys going to school.	4.18	4.35	4.47	4.42	-0.05
My child knows what is expected at school.	4.39	4.56	4.65	4.60	-0.05
School facilities are clean and well-kept.	4.28	4.58	4.54	4.46	-0.08
I am satisfied with our school's efforts to prevent bullying.	3.95	4.35	4.29	4.19	-0.10
My child feels safe at school.	144.50	4.60	4.67	4.56	-0.11
I receive timely feedback when my child's achievement/behavior is below expectations.	4.05	4.14	4.23	4.05	-0.18

Academic expectations at Abraham Lincoln are: *(2020 Data)*



Churchill (Slide 1/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
My child has a positive relationship with at least one adult at school.	4.57	4.66	4.64	4.54	-0.10
My child feels safe at school.	4.54	4.61	4.48	4.38	-0.10
My child knows what is expected at school.	4.50	4.56	4.58	4.47	-0.11
My child has friends at school.	4.55	4.61	4.59	4.46	-0.13
School facilities are clean and well-kept.	4.41	4.55	4.51	4.37	-0.14
Staff are willing to listen to parent concerns.	4.44	4.54	4.51	4.36	-0.15
I know how to get school information when I need it.	4.42	4.53	4.51	4.35	-0.16
I receive timely feedback when my child's achievement/behavior is below expectations.	4.17	4.39	4.36	4.20	-0.16
Parent/teacher conferences provide productive communication.	4.12	4.26	4.45	4.29	-0.16

Churchill (Slide 2/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
When my child has a problem at school, he/she knows how to get help.	4.15	4.29	4.29	4.13	-0.16
I feel comfortable sharing ideas for school improvement with staff.	4.04	4.34	4.32	4.15	-0.17
I feel welcome at my child's school.	4.50	4.64	4.54	4.36	-0.18
My child enjoys going to school.	4.47	4.44	4.41	4.23	-0.18
My phone calls/emails to staff are returned promptly.	4.45	4.57	4.58	4.39	-0.19
There are sufficient opportunities for me to be involved in my child's school.	4.47	4.59	4.49	4.30	-0.19
Technology is used effectively to support teaching and learning.	4.29	4.48	4.43	4.23	-0.20
The students in my child's class get along well.	4.25	4.35	4.11	3.90	-0.21
The students in my child's class help each other learn.	4.25	4.30	4.13	3.89	-0.24

Churchill (Slide 3/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
I believe school staff inspire my child's best efforts.	4.15	4.33	4.36	4.11	-0.25
Staff members value my opinion.	4.21	4.40	4.43	4.17	-0.26
I receive enough information to understand my child's progress.	3.79	4.21	4.25	3.96	-0.29
When conflicts among children occur, they are resolved quickly and fairly.	4.24	4.35	4.14	3.84	-0.30
Overall, I am satisfied with the communication that comes from the school.	4.23	4.45	4.41	4.09	-0.32
Rules and standards of student conduct are clearly defined.	4.45	4.48	4.50	4.18	-0.32
I am proud of my child's school.	4.39	4.61	4.50	4.17	-0.33
I am satisfied with our school's efforts to prevent bullying.	4.14	4.37	4.14	3.78	-0.36
Teachers personalize instruction to meet my child's needs.	4.03	4.23	4.17	3.74	-0.43

Benjamin Franklin (Slide 1/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
I feel comfortable sharing ideas for school improvement with staff.	3.75	3.91	4.09	4.34	0.25
I know how to get school information when I need it.	4.17	4.13	4.38	4.54	0.16
There are sufficient opportunities for me to be involved in my child's school.	4.17	4.32	4.36	4.44	0.08
I am satisfied with our school's efforts to prevent bullying.	3.94	4.16	4.14	4.21	0.07
Staff members value my opinion.	4.12	4.17	4.38	4.44	0.06
Staff are willing to listen to parent concerns.	4.12	4.26	4.45	4.51	0.06
My phone calls/emails to staff are returned promptly.	4.18	4.36	4.52	4.57	0.05
I feel welcome at my child's school.	4.33	4.45	4.54	4.59	0.05
Technology is used effectively to support teaching and learning.	4.00	4.00	4.23	4.28	0.05

Benjamin Franklin (Slide 2/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
I am proud of my child's school.	4.26	4.42	4.52	4.54	0.02
My child feels safe at school.	4.52	4.58	4.59	4.61	0.02
My child has friends at school.	4.47	4.54	4.63	4.65	0.02
School facilities are clean and well-kept.	4.40	4.42	4.52	4.53	0.01
When my child has a problem at school, he/she knows how to get help.	3.85	3.97	4.08	4.09	0.01
My child has a positive relationship with at least one adult at school.	4.49	4.60	4.69	4.68	-0.01
My child knows what is expected at school.	4.33	4.42	4.57	4.54	-0.03
Overall, I am satisfied with the communication that comes from the school.	3.87	3.84	4.24	4.21	-0.03
Rules and standards of student conduct are clearly defined.	4.30	4.35	4.42	4.38	-0.04

Benjamin Franklin (Slide 3/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
The students in my child's class get along well.	4.02	4.17	4.24	4.18	-0.06
I receive timely feedback when my child's achievement/behavior is below expectations.	3.79	3.74	4.18	4.11	-0.07
The students in my child's class help each other learn.	4.00	4.04	4.31	4.19	-0.12
I receive enough information to understand my child's progress.	3.37	3.60	3.96	3.84	-0.12
My child enjoys going to school.	4.24	4.32	4.54	4.41	-0.13
When conflicts among children occur, they are resolved quickly and fairly.	3.96	4.07	4.28	4.13	-0.15
Parent/teacher conferences provide productive communication.	3.53	3.81	4.12	3.95	-0.17
I believe school staff inspire my child's best efforts.	3.96	4.01	4.34	4.16	-0.18
Teachers personalize instruction to meet my child's needs.	3.59	3.66	4.05	3.86	-0.19

Forest Glen (Slide 1/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
Technology is used effectively to support teaching and learning.	4.09	4.25	4.28	4.47	0.19
I receive enough information to understand my child's progress.	3.67	4.01	3.98	4.15	0.17
The students in my child's class help each other learn.	4.05	4.11	4.22	4.37	0.15
I believe school staff inspire my child's best efforts.	3.90	4.22	4.20	4.33	0.13
I feel comfortable sharing ideas for school improvement with staff.	3.63	3.99	4.13	4.26	0.13
Parent/teacher conferences provide productive communication.	3.87	4.14	4.17	4.30	0.13
The students in my child's class get along well.	4.20	4.21	4.20	4.33	0.13
When my child has a problem at school, he/she knows how to get help.	3.95	4.05	4.04	4.16	0.12
I feel welcome at my child's school.	4.05	4.42	4.49	4.58	0.09

Forest Glen (Slide 2/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
My child enjoys going to school.	4.17	4.37	4.35	4.41	0.06
My phone calls/emails to staff are returned promptly.	4.35	4.45	4.43	4.49	0.06
School facilities are clean and well-kept.	4.36	4.46	4.40	4.46	0.06
I know how to get school information when I need it.	4.27	4.37	4.34	4.39	0.05
Staff are willing to listen to parent concerns.	4.16	4.39	4.29	4.33	0.04
Teachers personalize instruction to meet my child's needs.	3.63	4.01	3.99	4.03	0.04
My child has friends at school.	4.42	4.50	4.56	4.58	0.02
Overall, I am satisfied with the communication that comes from the school.	233.97	4.22	4.27	4.29	0.02
Staff members value my opinion.	3.96	4.20	4.33	4.34	0.01

Forest Glen (Slide 3/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
My child feels safe at school.	4.50	4.60	4.51	4.51	0.00
Rules and standards of student conduct are clearly defined.	4.36	4.39	4.41	4.41	0.00
My child has a positive relationship with at least one adult at school.	4.52	4.60	4.58	4.57	-0.01
My child knows what is expected at school.	4.40	4.51	4.53	4.52	-0.01
I receive timely feedback when my child's achievement/behavior is below expectations.	3.95	3.98	4.18	4.15	-0.03
There are sufficient opportunities for me to be involved in my child's school.	4.06	4.37	4.35	4.28	-0.07
I am proud of my child's school.	4.10	4.41	4.49	4.42	-0.07
I am satisfied with our school's efforts to prevent bullying.	244.07	4.19	4.22	3.95	-0.27
When conflicts among children occur, they are resolved quickly and fairly.	4.17	4.30	4.25	3.90	-0.35

Hadley Junior High (Slide 1/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
I feel comfortable sharing ideas for school improvement with staff.	3.37	3.61	3.79	4.02	0.23
I receive timely feedback when my child's achievement/behavior is below expectations.	3.63	3.87	4.05	4.22	0.17
School facilities are clean and well-kept.	4.24	4.33	4.43	4.54	0.11
I know how to get school information when I need it.	4.04	4.14	4.30	4.40	0.10
I feel welcome at my child's school.	3.71	4.07	4.25	4.35	0.10
My child has friends at school.	4.34	4.47	4.46	4.55	0.09
When my child has a problem at school, he/she knows how to get help.	3.86	4.03	4.09	4.18	0.09
There are sufficient opportunities for me to be involved in my child's school.	253.79	3.79	3.89	3.95	0.06
Technology is used effectively to support teaching and learning.	3.96	4.14	4.14	4.18	0.04

Hadley Junior High (Slide 2/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
My child has a positive relationship with at least one adult at school.	4.23	4.46	4.41	4.44	0.03
Parent/teacher conferences provide productive communication.	3.36	3.63	3.95	3.98	0.03
My child enjoys going to school.	3.88	4.17	4.09	4.11	0.02
Staff members value my opinion.	3.58	3.97	4.08	4.10	0.02
My child knows what is expected at school.	4.27	4.40	4.45	4.45	0.00
My phone calls/emails to staff are returned promptly.	3.95	4.19	4.27	4.27	0.00
Staff are willing to listen to parent concerns.	3.87	4.09	4.24	4.23	-0.01
The students in my child's class help each other learn.	263.75	4.02	4.03	4.01	-0.02
I am proud of my child's school.	3.85	4.09	4.31	4.28	-0.03

Hadley Junior High (Slide 3/3)

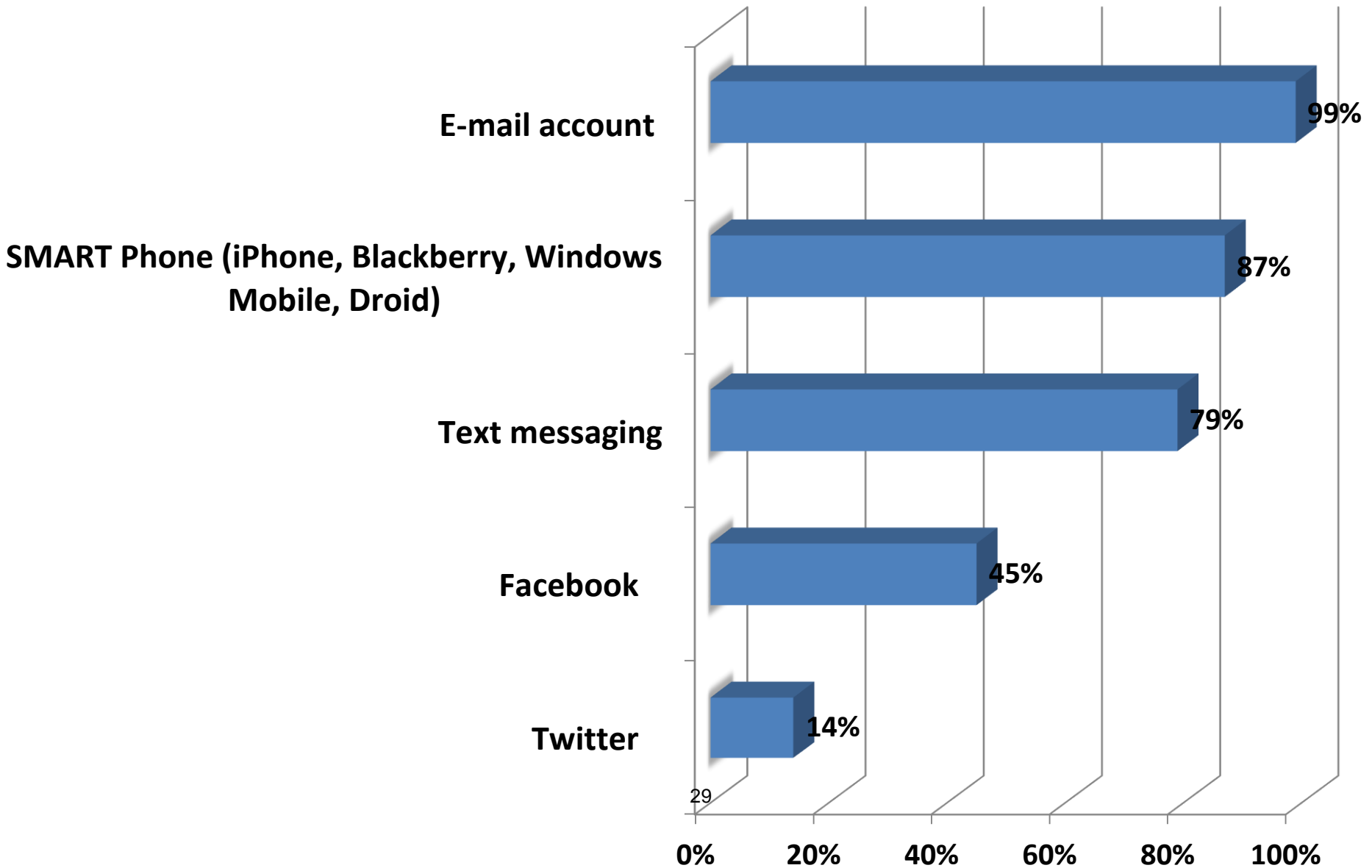
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
I believe school staff inspire my child's best efforts.	3.64	3.91	4.08	4.05	-0.03
Teachers personalize instruction to meet my child's needs.	3.24	3.63	3.81	3.76	-0.05
I am satisfied with our school's efforts to prevent bullying.	3.73	4.01	4.00	3.94	-0.06
The students in my child's class get along well.	3.95	4.09	4.12	4.05	-0.07
I receive enough information to understand my child's progress.	3.71	3.85	4.11	4.03	-0.08
Overall, I am satisfied with the communication that comes from the school.	3.78	4.00	4.24	4.16	-0.08
My child feels safe at school.	4.26	4.41	4.38	4.28	-0.10
Rules and standards of student conduct are clearly defined.	274.10	4.26	4.33	4.19	-0.14
When conflicts among children occur, they are resolved quickly and fairly.	3.72	4.08	4.11	3.94	-0.17

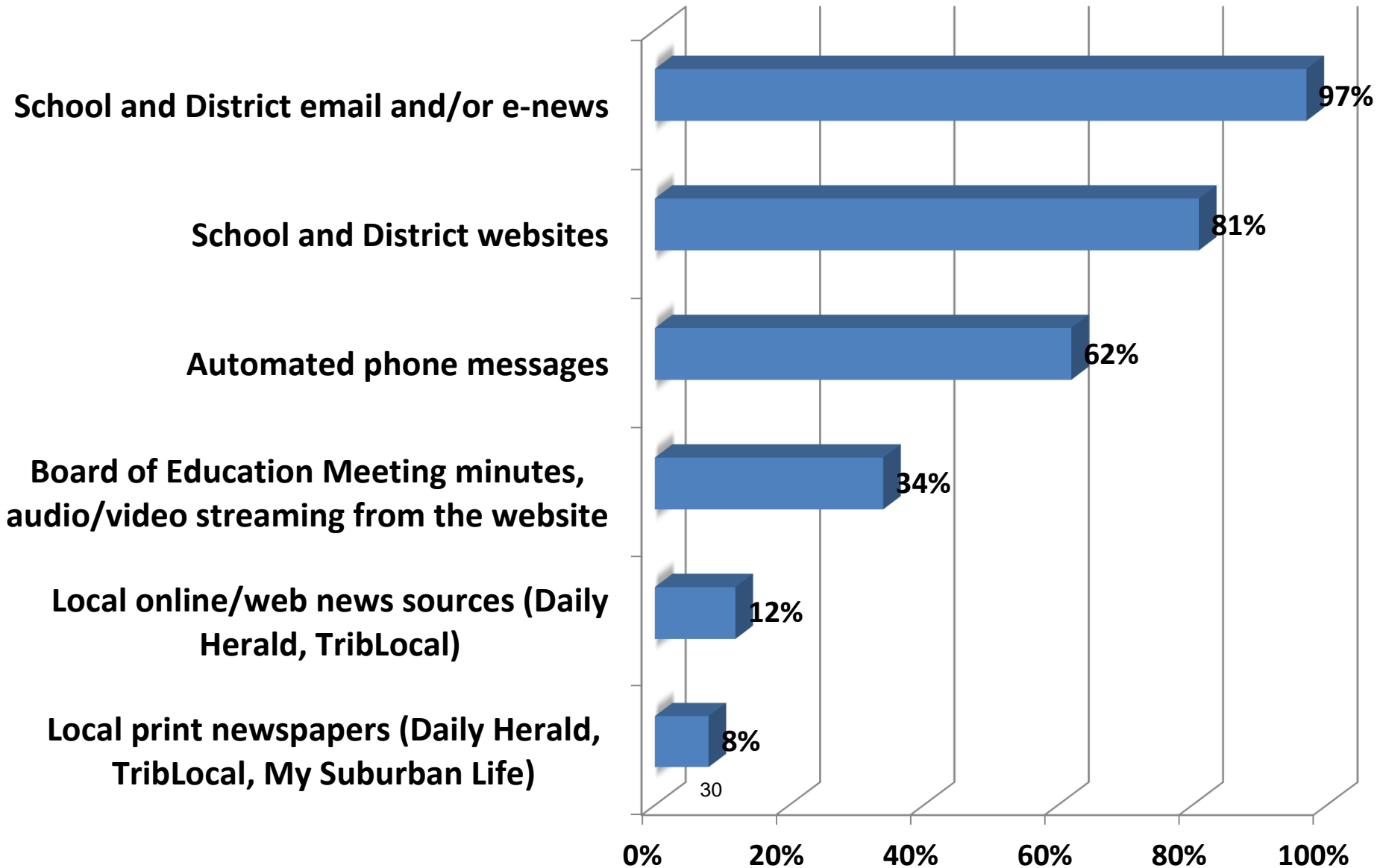
Communication

(2020 Data)

I use the following communication tools:



I rely on the following sources for School/District information:



How satisfied are you with the job District 41 is doing:

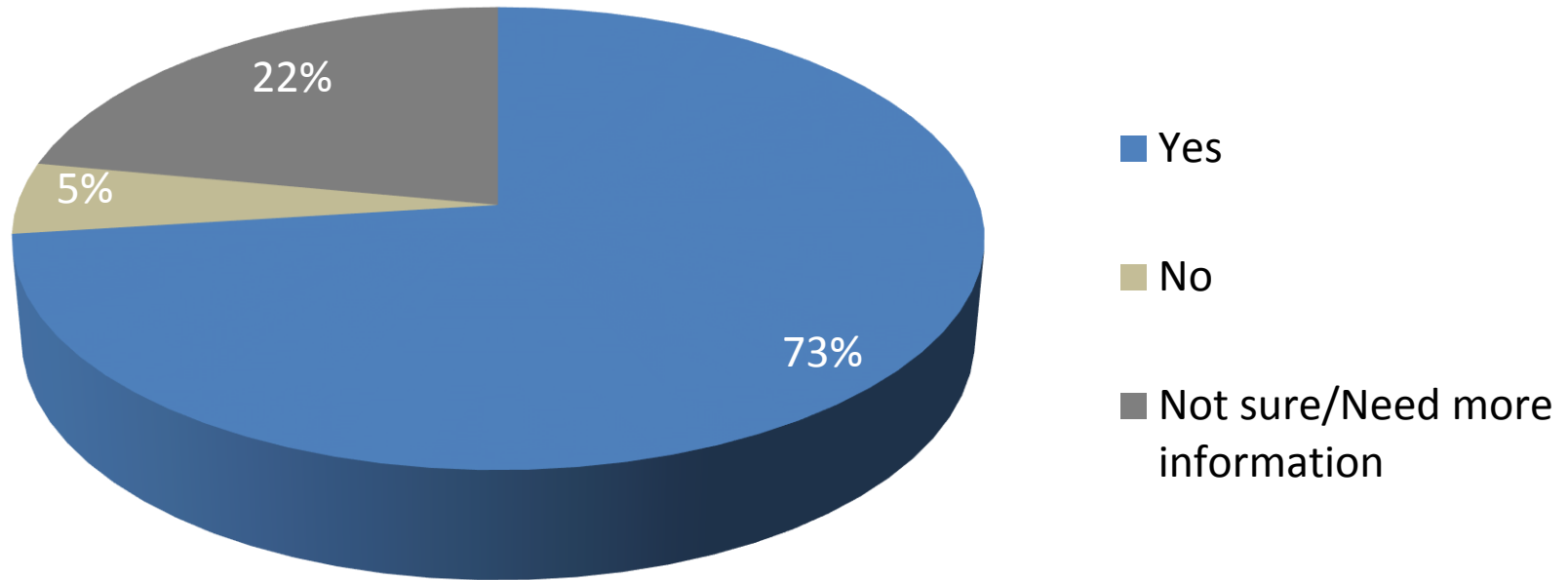
Great (4), Good (3), Fair (2), Poor (1)

Item	% Great/Good	Average
Communicating with the public	87%	3.25
Maintaining an informative website	87%	3.23
Involving community members in decision making	76%	3.02

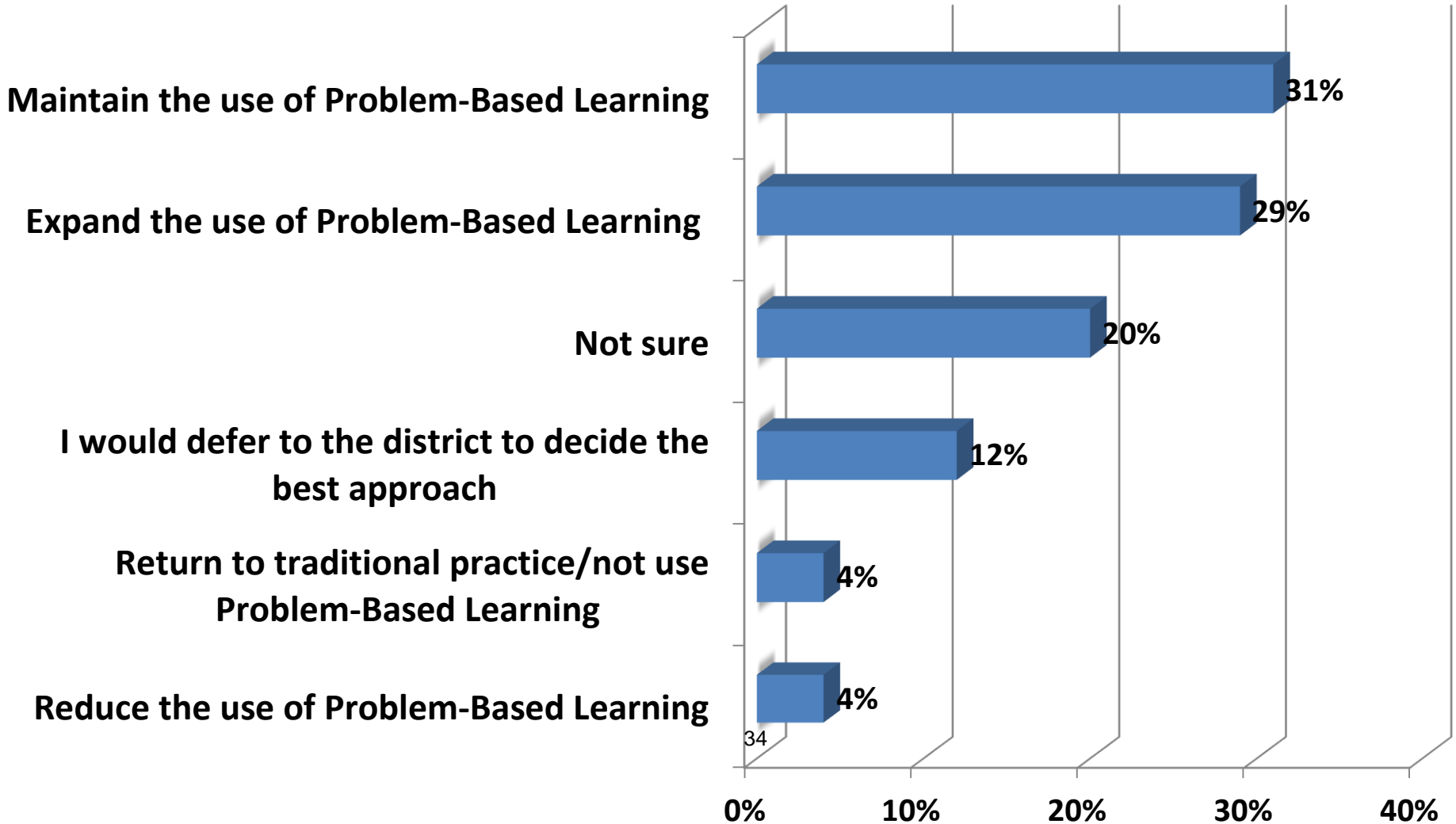
Initiatives

(2020 Data)

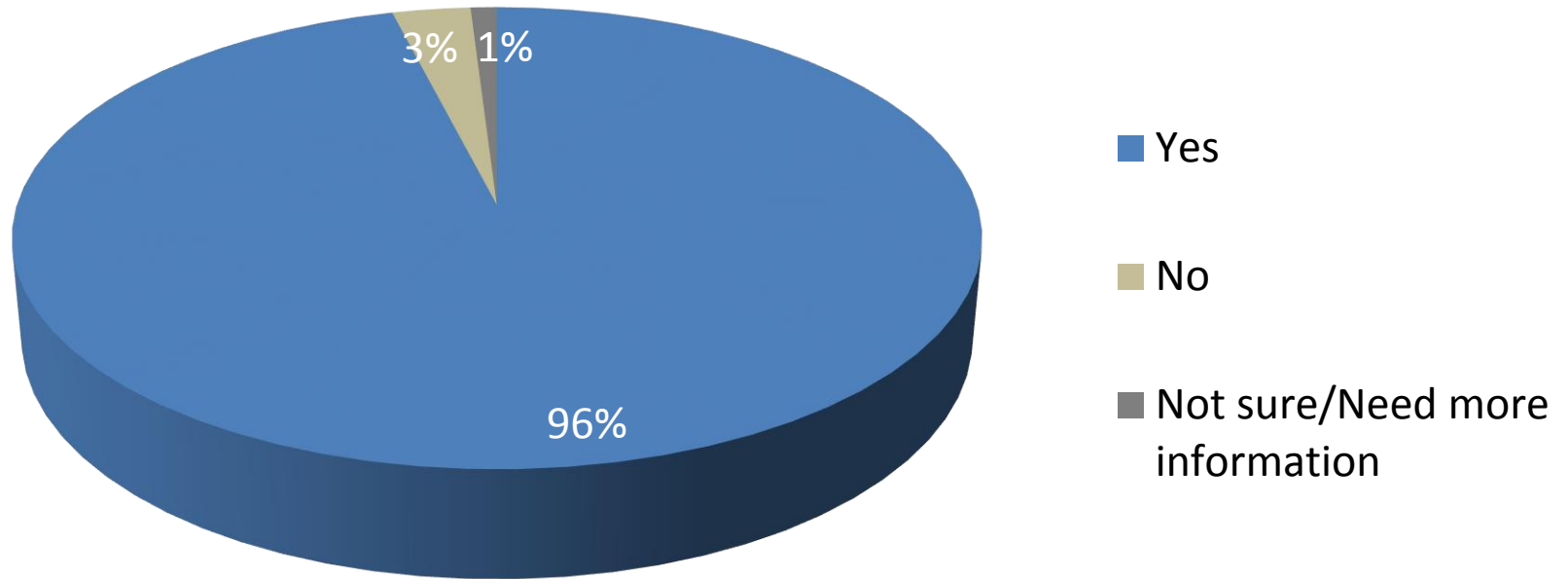
Do you feel your child has or will benefit from Problem-Based Learning?



What advice would you give in terms of continuing to use the Problem-Based Learning teaching strategy?



I believe there is a benefit to learning a foreign language at a young age.



**Elementary Teacher/
Content Specialization
(3rd – 5th Grade Only)
*(2020 Data)***

Please indicate your level of agreement for each item.

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree(1)

Item	% Strongly agree/Agree	Average
Allowing teachers to focus on specific subjects is an effective strategy	93%	4.47
Overall, I like the strategy of allowing teachers to specialize	91%	4.40
Children respond well to having two main teachers	90%	4.38
It is easier for students to apply what they've learned when subjects are integrated	91%	4.27

Overall Satisfaction

Please rate your overall perception of the District in the following areas:

Excellent (4), Good (3), Fair (2), Poor (1)

Item	2014	2016	2018	2020	2020-18 Difference
Board of Education	2.81	2.74	2.58	2.80	0.22
Principals	3.28	3.46	3.50	3.58	0.08
District Administration	3.33	3.51	3.53	3.53	0.00
Support Staff (Secretaries/Food Service/Aides/Custodians)	2.84	2.89	3.11	3.07	-0.04
Teachers	³⁹ 3.13	3.30	3.49	3.41	-0.08

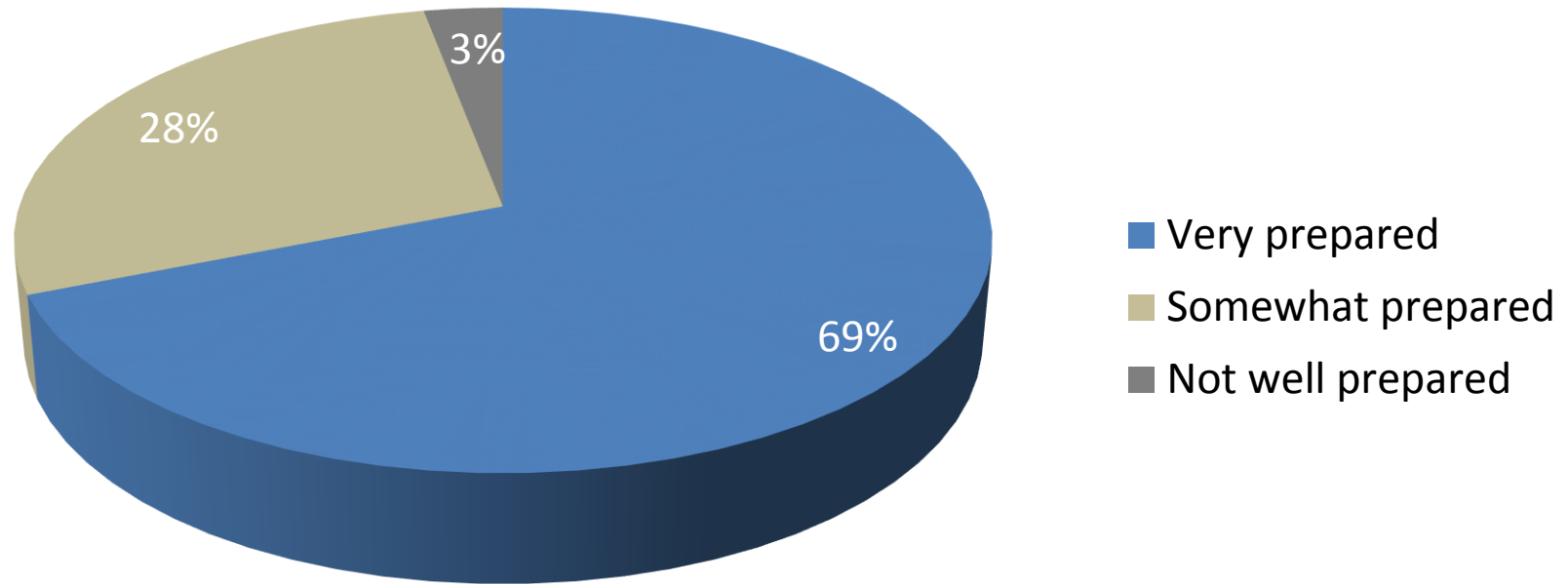
Please indicate your level of agreement for each item.

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
District 41 does a good job meeting the needs of all students.	3.41	3.86	3.99	4.11	0.12
District 41 does a good job meeting the needs of English Language Learners.	2.98	3.55	3.64	3.74	0.10
District 41 does a good job meeting the needs of Special Education students.	3.70	4.01	4.17	4.19	0.02
District 41 does a good job preparing children for the future.	3.70	3.97	4.14	4.15	0.01
District 41 provides adequate space for students.	4.05	4.27	4.25	4.26	0.01
District 41 uses its money and resources well.	3.57	3.61	3.86	3.86	0.00
Overall, I am satisfied with District 41 academics.	3.64	3.95	4.17	4.16	-0.01
Overall, I am satisfied with District 41 facilities.	⁴⁰ 3.50	3.82	3.99	3.91	-0.08
Overall, I am satisfied with District 41.	3.62	3.72	3.91	3.71	-0.20

How well do you feel your child(ren) are prepared for their next grade level?

(2020 Data)

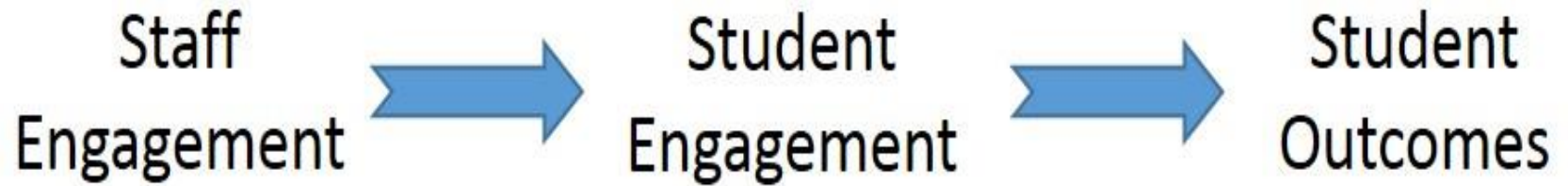


Parent Comment Themes

- Respondents expressed their support of an all-day Kindergarten program.
- While some respondents are satisfied with District communication, others offer suggestions for improvement.
- Some respondents feel more can be done to prevent bullying.
- Parents/guardians offer suggestions on how to improve the effectiveness of parent teacher conferences.
- Respondents share some of the best things about the District, including parent involvement and high-quality teachers and staff.

Staff Survey Results

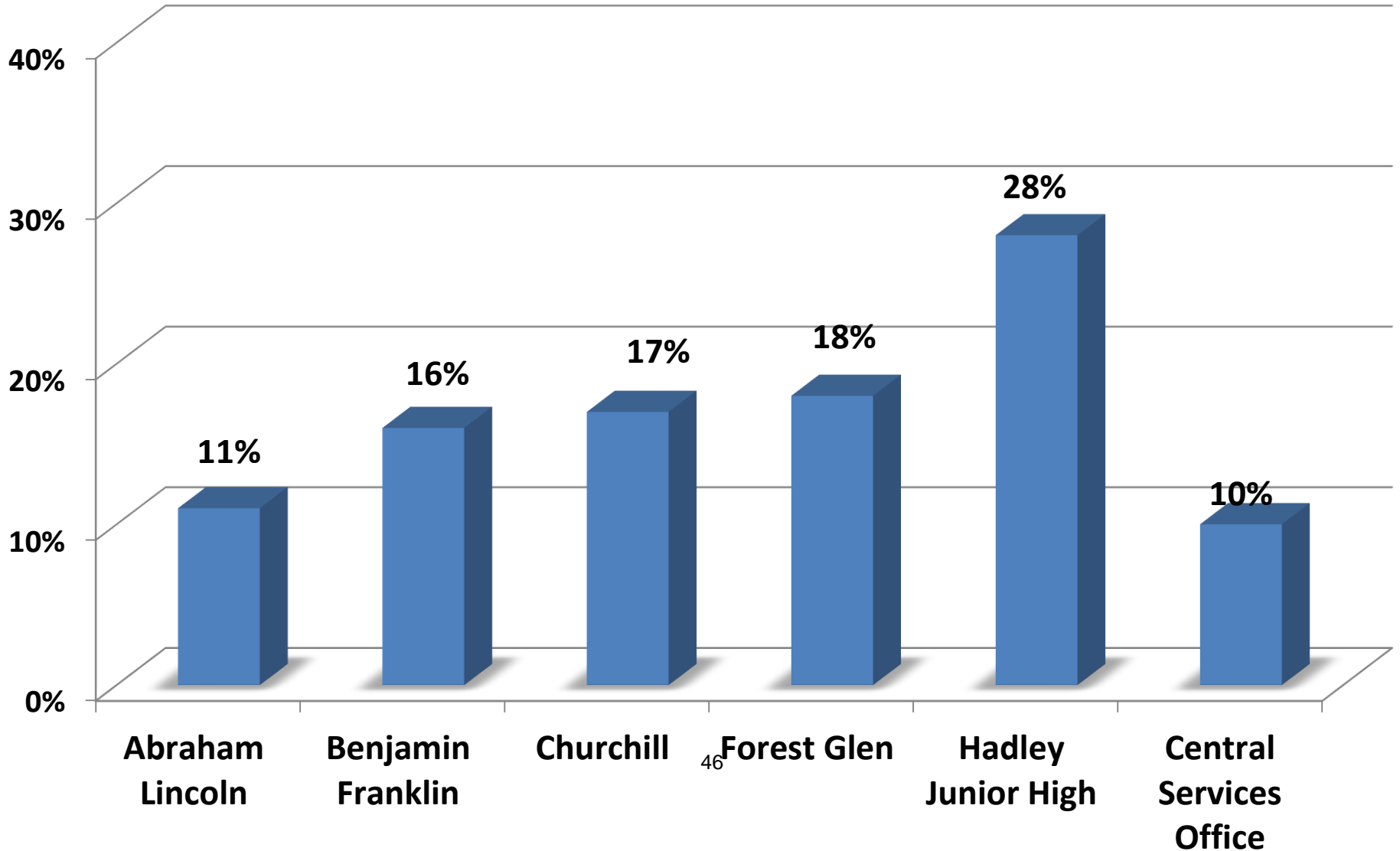
What We Know:



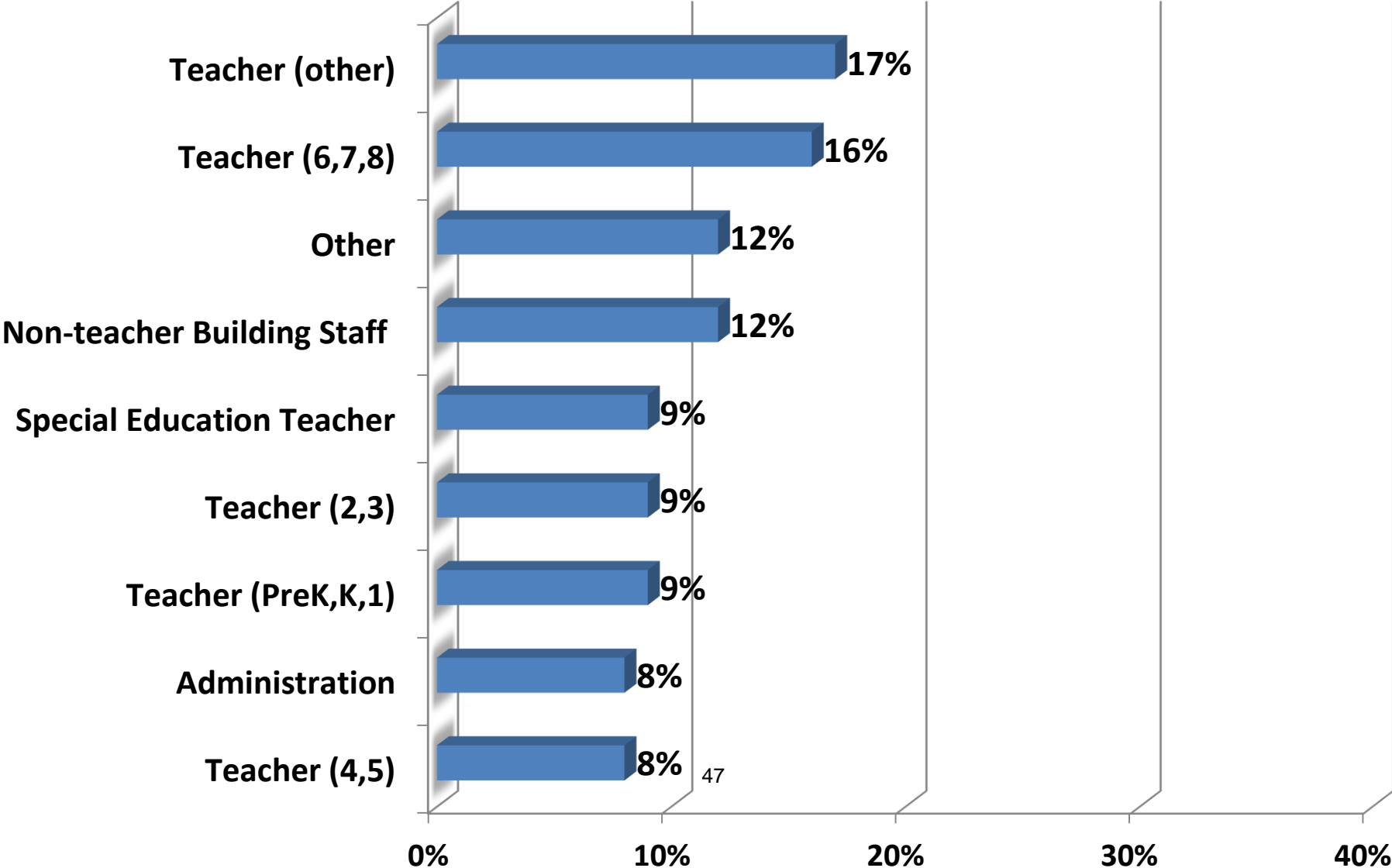
Survey Summary

- The Staff Survey was conducted in March of 2020.
- All staff members received a survey invitation via email, which contained a unique access code. Each access code could only be used once to take the survey.
- Number of responses: 236
- Participation rate: 54%

At which location do you spend the most time?



What best describes your position?



Engagement

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
I have confidence in the leadership of our District.	3.85	3.70	3.45	3.61	0.16
I am proud of our District.	4.11	4.10	3.86	3.92	0.06
I would recommend our District to others seeking employment.	3.89	3.88	3.68	3.68	0.00
Parents feel welcome in our school.	4.44	4.39	4.49	4.44	-0.05
I understand how my work directly contributes to the overall success of our District.	4.43	4.43	4.34	4.28	-0.06
My job is personally satisfying.	4.27 ₄₈	4.32	4.31	4.24	-0.07
I have confidence in the leadership of our school.	4.04	4.01	4.11	3.49	-0.62

Work Environment (Slide 1/2)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
I have adequate opportunities for professional development.	3.82	3.78	3.39	3.55	0.16
I get along well with the people with whom I work.	4.54	4.54	4.56	4.58	0.02
I feel safe at work.	4.52	4.54	4.45	4.44	-0.01
I am satisfied with the technology resources/support available to me.	3.95	3.92	4.24	4.23	-0.01
Adults at school treat children with respect.	4.38	4.42	4.36	4.35	-0.01
Our classrooms and schools are well maintained.	4.15	4.15	4.18	4.16	-0.02
The students in my class get along well.	4.34	4.41	4.23	4.16	-0.07

Work Environment (Slide 2/2)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
I have the materials and supplies I need to do my job effectively.	3.69	3.63	4.00	3.91	-0.09
The students in my class help each other learn.	4.32	4.36	4.26	4.17	-0.09
I receive the training I need to do my job effectively.	3.92	3.88	3.85	3.74	-0.11
Children are safe at school.	4.47	4.58	4.41	4.23	-0.18
The amount of work I am asked to do is reasonable.	3.19	3.29	3.56	3.37	-0.19
Children treat other children with respect at school.	3.95	4.13	3.86	3.67	-0.19
I have the resources I need to work with a diverse student population.	3.56	3.59	3.69	3.42	-0.27

Communication

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

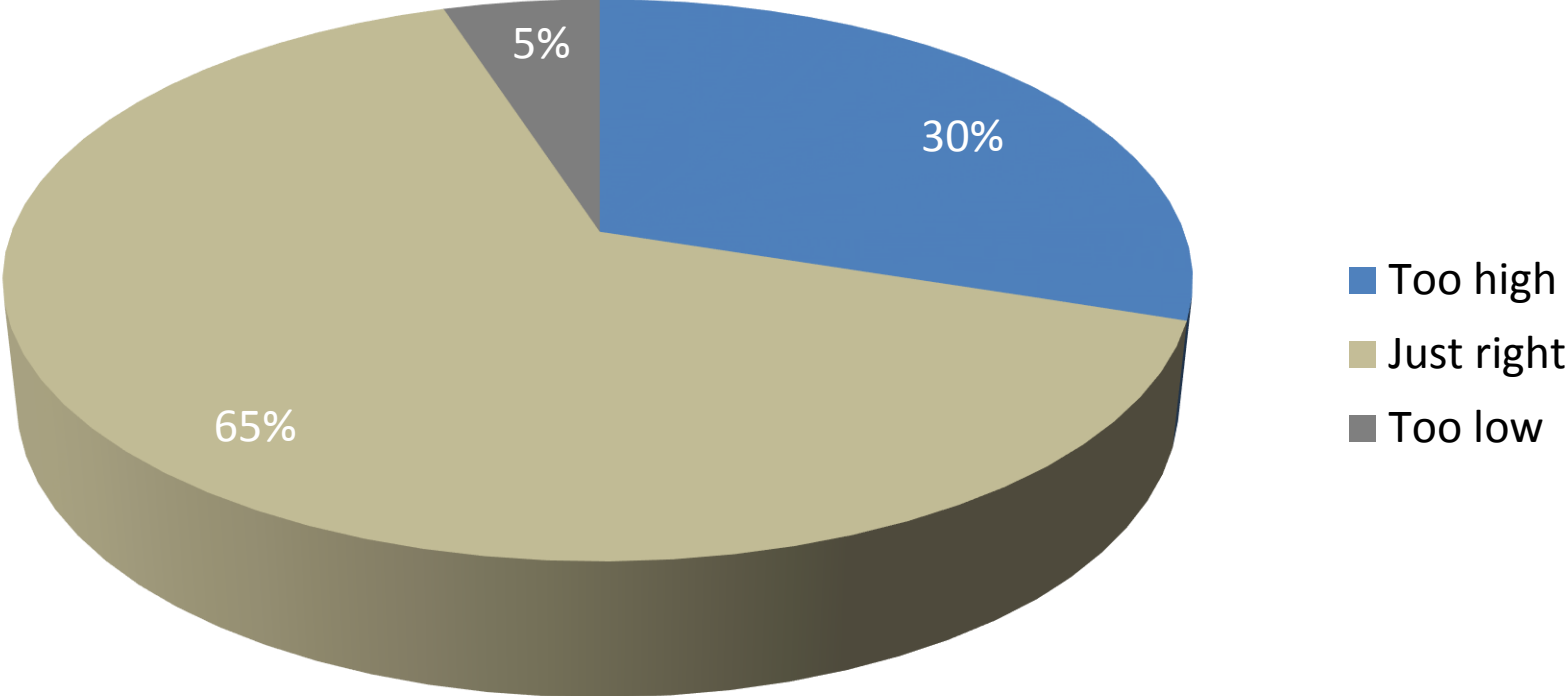
Item	2014	2016	2018	2020	2020-18 Difference
I feel comfortable sharing my ideas and opinions.	3.72	3.85	3.94	3.90	-0.04
I receive credit and recognition when I do a good job.	3.40	3.56	3.68	3.62	-0.06
I know what is expected of me at work.	4.14	4.25	4.25	4.16	-0.09
I am kept informed about matters important to my work.	3.78	3.80	3.69	3.54	-0.15
I receive feedback that helps me improve my performance.	3.63	3.75	3.82	3.66	-0.16
There is good communication between the District administrators and staff.	3.51	3.50	3.46	3.26	-0.20
I have a good understanding of the long-range plan and goals of the District.	3.63	3.55	3.82	3.57	-0.25
School/department information is communicated effectively to me.	3.72	3.82	3.73	3.38	-0.35
There is good communication between the building administrators and staff.	3.66	3.76	3.81	3.20	-0.61

Culture

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
Employees here are encouraged to share work-related ideas and suggestions.	4.04	4.19	4.17	4.13	-0.04
I have adequate opportunities to participate in decisions that affect me.	3.36	3.38	3.35	3.26	-0.09
Students here believe the staff cares about them.	4.47	4.52	4.47	4.35	-0.12
Staff members like me can bring about change in my department/school.	3.76	3.88	3.92	3.80	-0.12
I am encouraged to try new ideas or ways of doing things.	4.10	4.14	4.11	3.97	-0.14
Our schools can be described as "good places to learn".	4.30	4.37	4.38	4.13	-0.25
My school operates as a team.	3.75	4.01	4.03	3.73	-0.30
My school works hard to find ways to improve.	4.23	4.32	4.29	3.95	-0.34
I am satisfied with how our school responds to reported incidents of bullying.	3.85	4.19	4.02	3.45	-0.57

Academic expectations in our school are: *(2020 Data)*



Principal

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
My principal treats me with respect.	4.32	4.34	4.46	4.30	-0.16
My principal recognizes my ideas or suggestions for improvement.	3.86	3.94	4.15	3.85	-0.30
My principal is consistent when administering policies concerning employees.	3.92	3.83	4.06	3.69	-0.37
My principal presents a positive image to the school community.	4.27	4.32	4.54	4.12	-0.42
My principal is an effective leader of our building.	⁵⁴ 3.99	3.90	4.12	3.49	-0.63

Superintendent

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
I trust that the superintendent will advocate for the best interest of the District to the School Board.	4.22	3.89	3.91	4.21	0.30
The superintendent is doing what it takes to make our District successful.	4.20	3.79	4.02	4.14	0.12
The superintendent presents a positive image to the school community.	4.46	4.13	4.26	4.26	0.00
The superintendent communicates well with the District.	4.10	3.88	4.07	4.03	-0.04
The superintendent is aware of major concerns of employees.	⁵⁵ 3.58	3.42	3.86	3.53	-0.33

School Board

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
The Board presents a positive image to the school community.	3.95	2.42	1.90	3.87	1.97
The Board is doing what it takes to make our district successful.	3.84	2.78	2.12	3.85	1.73
I trust that the Board will make decisions in the best interest of the students.	3.69	2.74	2.06	3.74	1.68
The Board appropriately balances the mission of the District with fiscal responsibility.	⁵⁶ 3.83	3.25	2.47	3.90	1.43

Initiatives

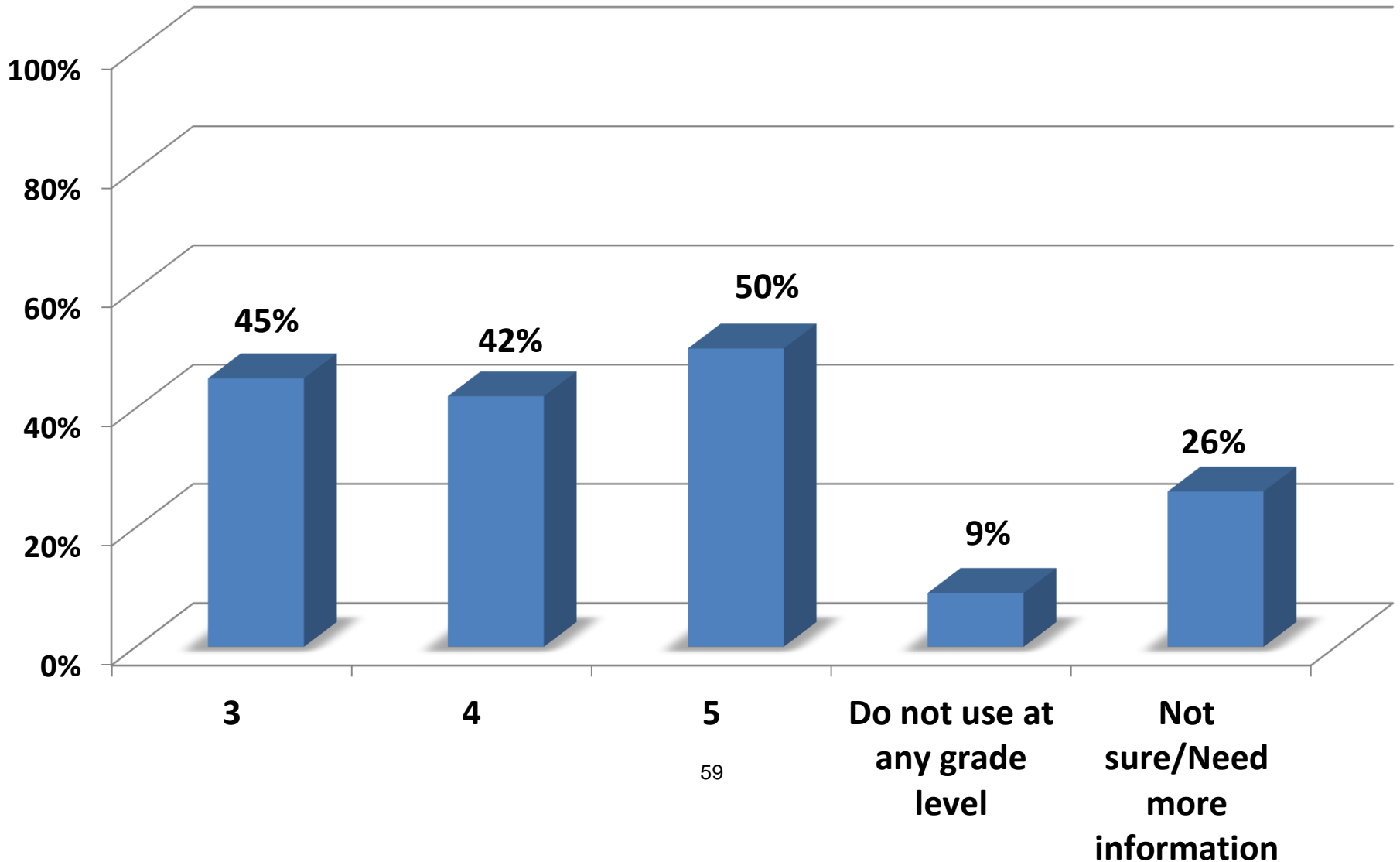
(2020 Data)

Please indicate your level of agreement for each item.

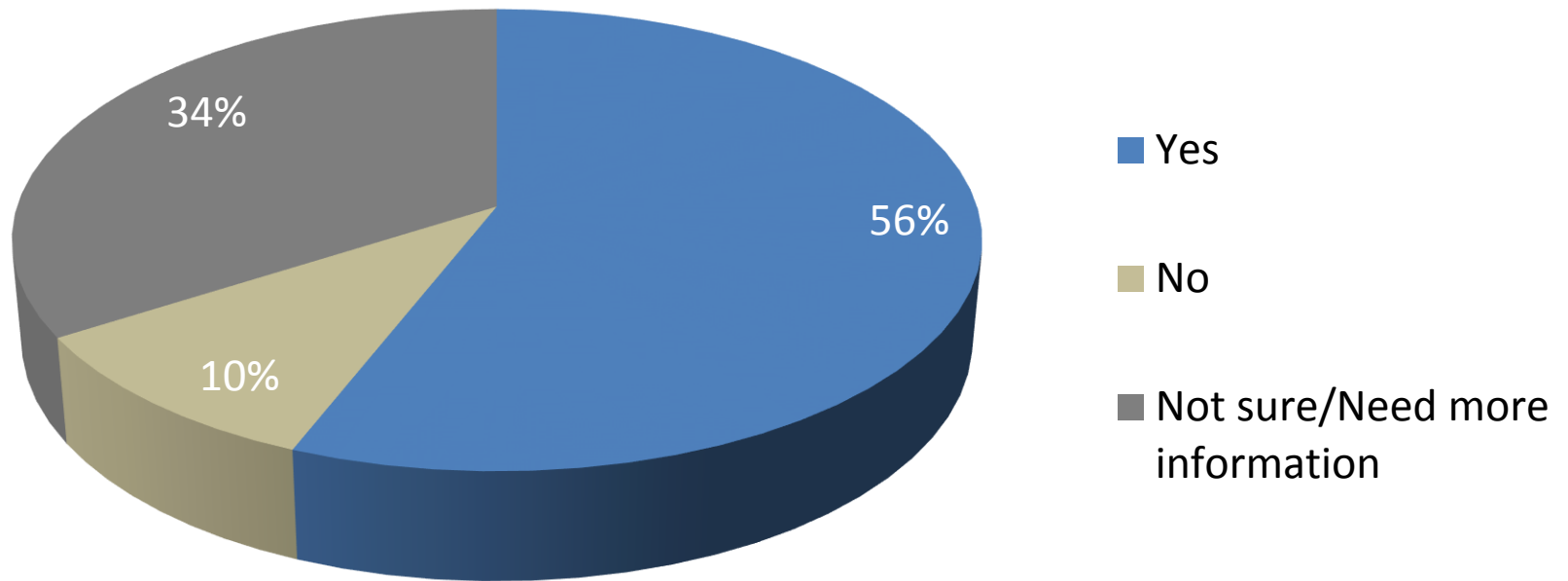
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree(1)

Item	% Strongly agree/Agree	Average
Allowing teachers to focus on specific subjects is an effective strategy.	89%	4.29
Overall, I like the strategy of allowing teachers to specialize.	85%	4.17
It is easier for students to apply what they've learned when subjects are integrated.	86%	4.11
Children respond well to having two main teachers.	83%	4.05

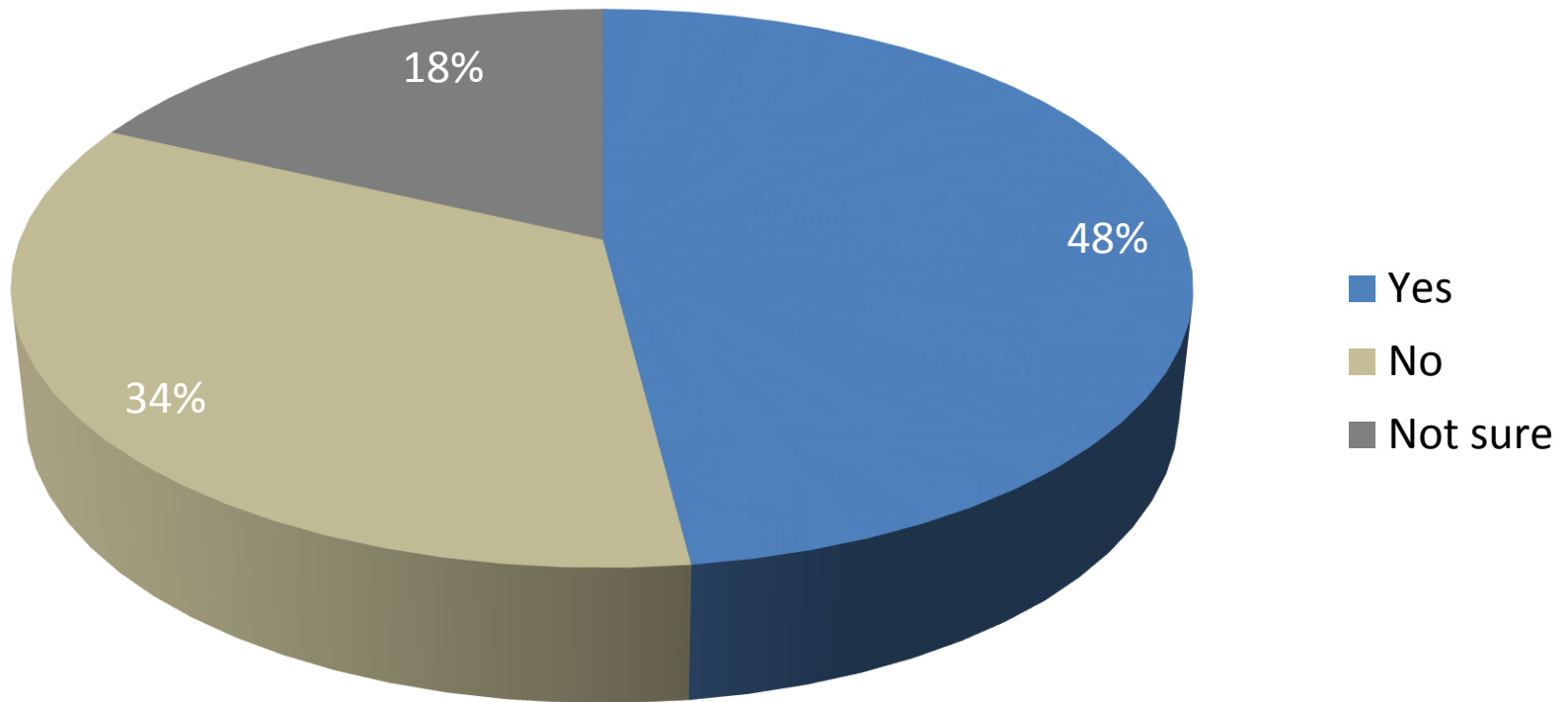
At which grade level do you believe subject level specialization should be implemented?



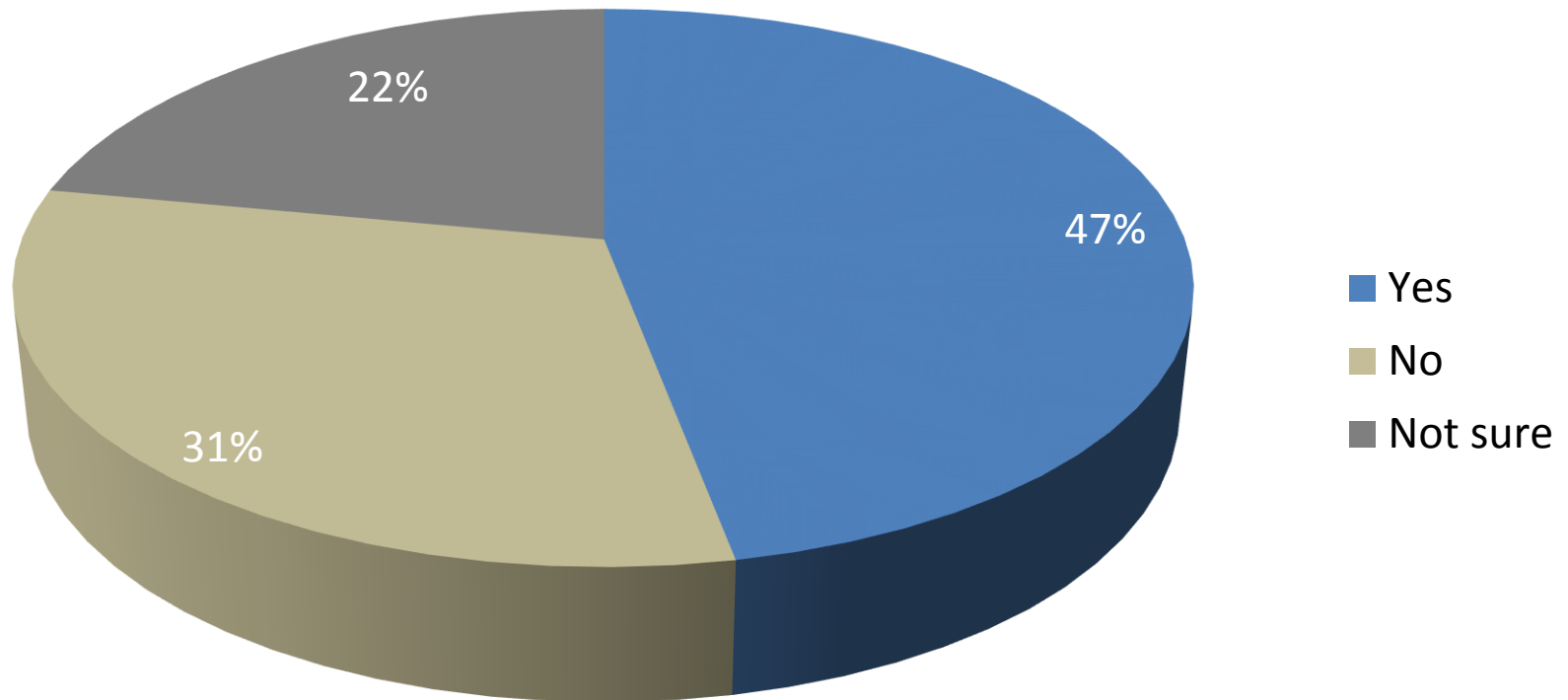
Do you feel your students have or will benefit from Teacher/Content Specialization?



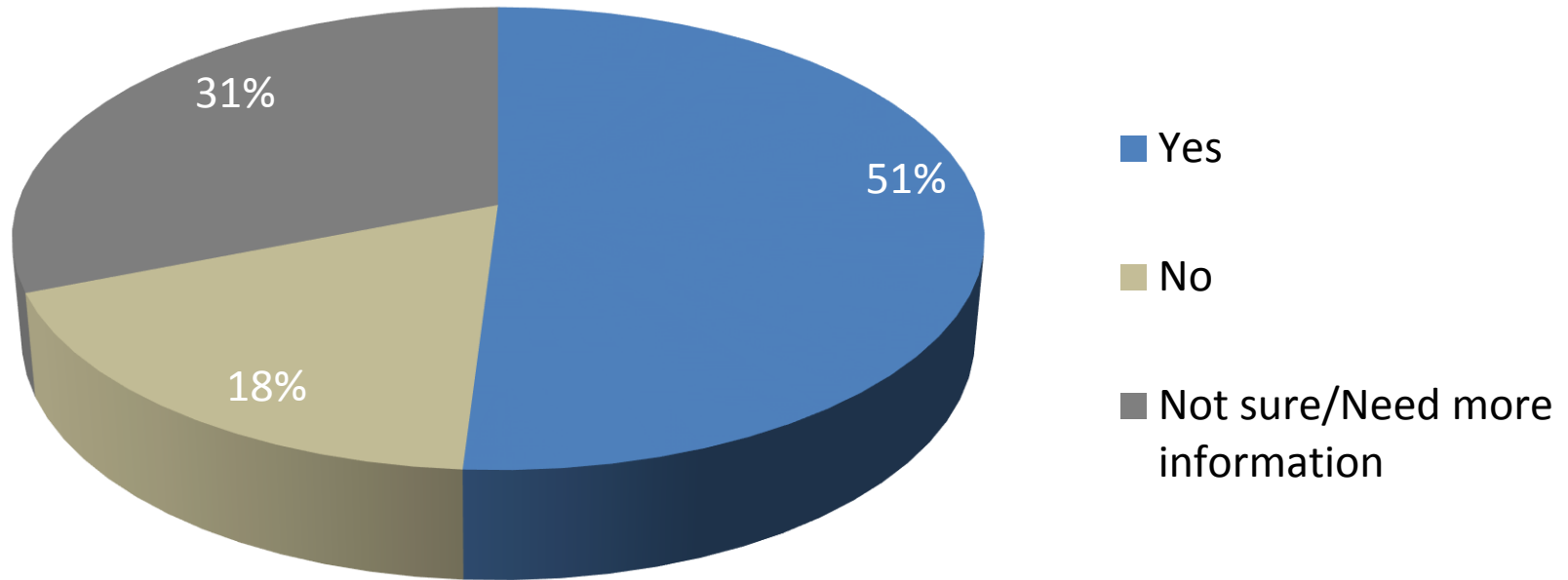
Have you incorporated Problem-Based Learning into your teaching?



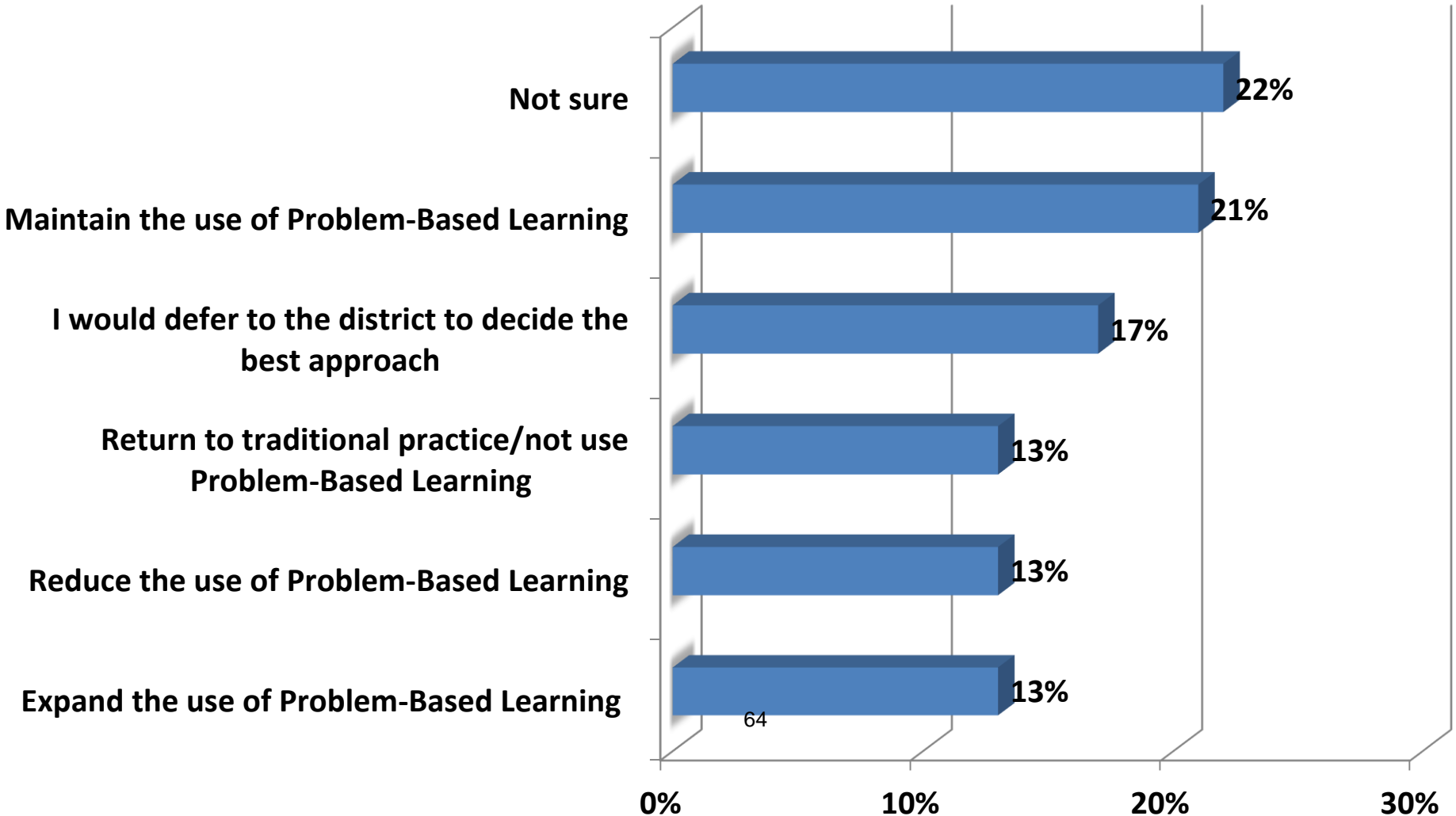
Do you feel you have had adequate training on Problem-Based Learning?



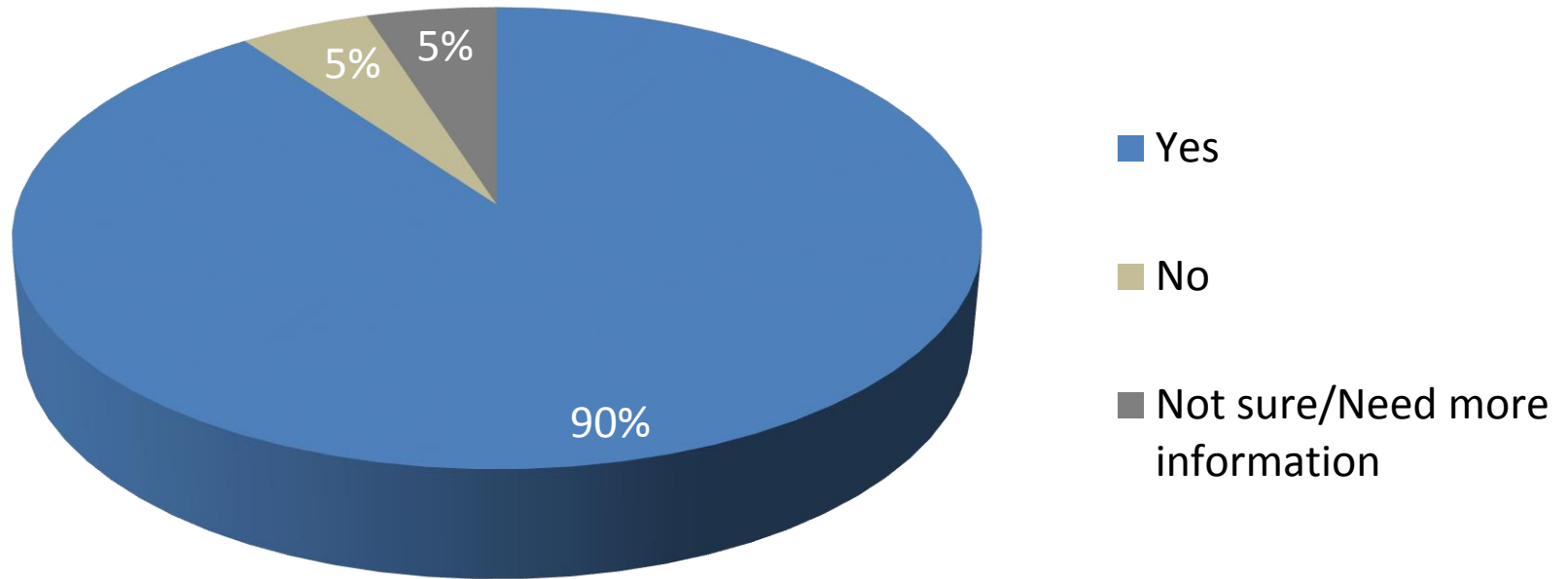
Do you feel our students have or will benefit from Problem-Based Learning?



What advice would you give in terms of continuing to use the Problem-Based Learning teaching strategy?



I believe there is a benefit to learning a foreign language at a young age.



Overall Satisfaction

Please rate your overall perception of the District in the following areas:

Excellent (4), Good (3), Fair (2), Poor (1)

Item	2014	2016	2018	2020	2020-18 Difference
Board of Education	2.76	2.10	1.61	2.86	1.25
District Administration	2.96	2.94	2.92	2.88	-0.04
Teachers	3.56	3.64	3.67	3.58	-0.09
Support Staff	3.42	3.48	3.56	3.35	-0.21
Principal	⁶⁷ 3.14	3.17	3.32	2.88	-0.44

Overall Satisfaction

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	2014	2016	2018	2020	2020-18 Difference
District 41 uses its money and resources well.	3.40	3.60	3.41	3.49	0.08
Overall, I am satisfied with District 41 facilities.	3.30	3.65	3.76	3.81	0.05
Overall, I am satisfied with District 41.	3.97	4.00	3.98	3.94	-0.04
District 41 provides adequate space for students.	2.89	3.23	3.37	3.29	-0.08
District 41 does a good job meeting the needs of English Language Learners.	3.50	3.86	4.02	3.92	-0.10
Overall, I am satisfied with District 41 academics.	3.94	4.00	4.14	4.02	-0.12
District 41 does a good job preparing children for the future.	4.01	4.15	4.19	4.02	-0.17
District 41 does a good job meeting the needs of Special Education students.	3.32	3.38	3.47	3.14	-0.33
District 41 does a good job meeting the needs of all students.	3.50	3.79	3.84	3.14	-0.70

Staff Comment Themes

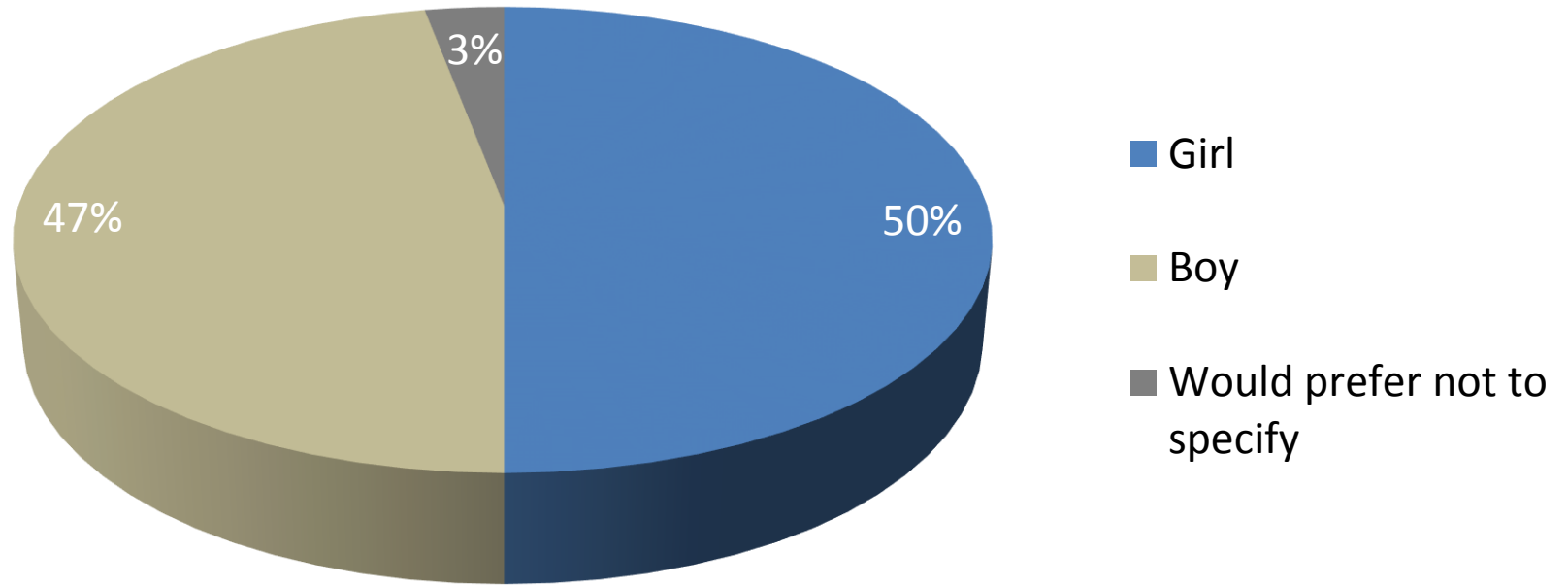
- While respondents are supportive of the FLES program, some feel it is not a good fit for all students.
- Some respondents share concerns regarding their workload.
- Respondents feel that more should be done to support those students who require additional support.
- Some respondents shared suggestions to improve District communication.
- Respondents express their appreciation for the Board of Education.

Student Insights Survey Results

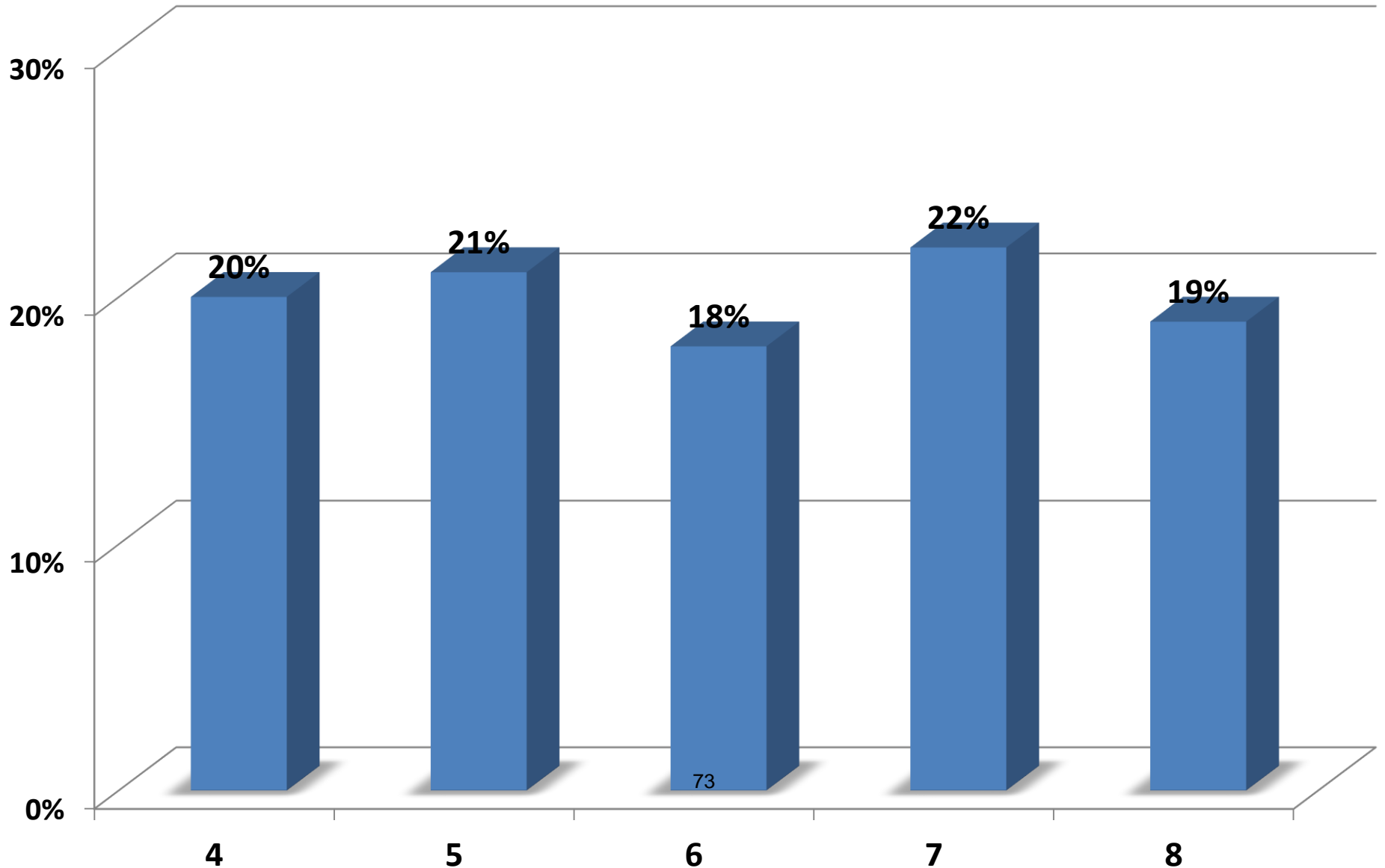
Survey Summary

- The Student Insights Survey was conducted in February of 2020.
- All students in grades 4-8 were provided a unique access code to take the survey. Each code could only be used once.
- Number of responses: 1,696

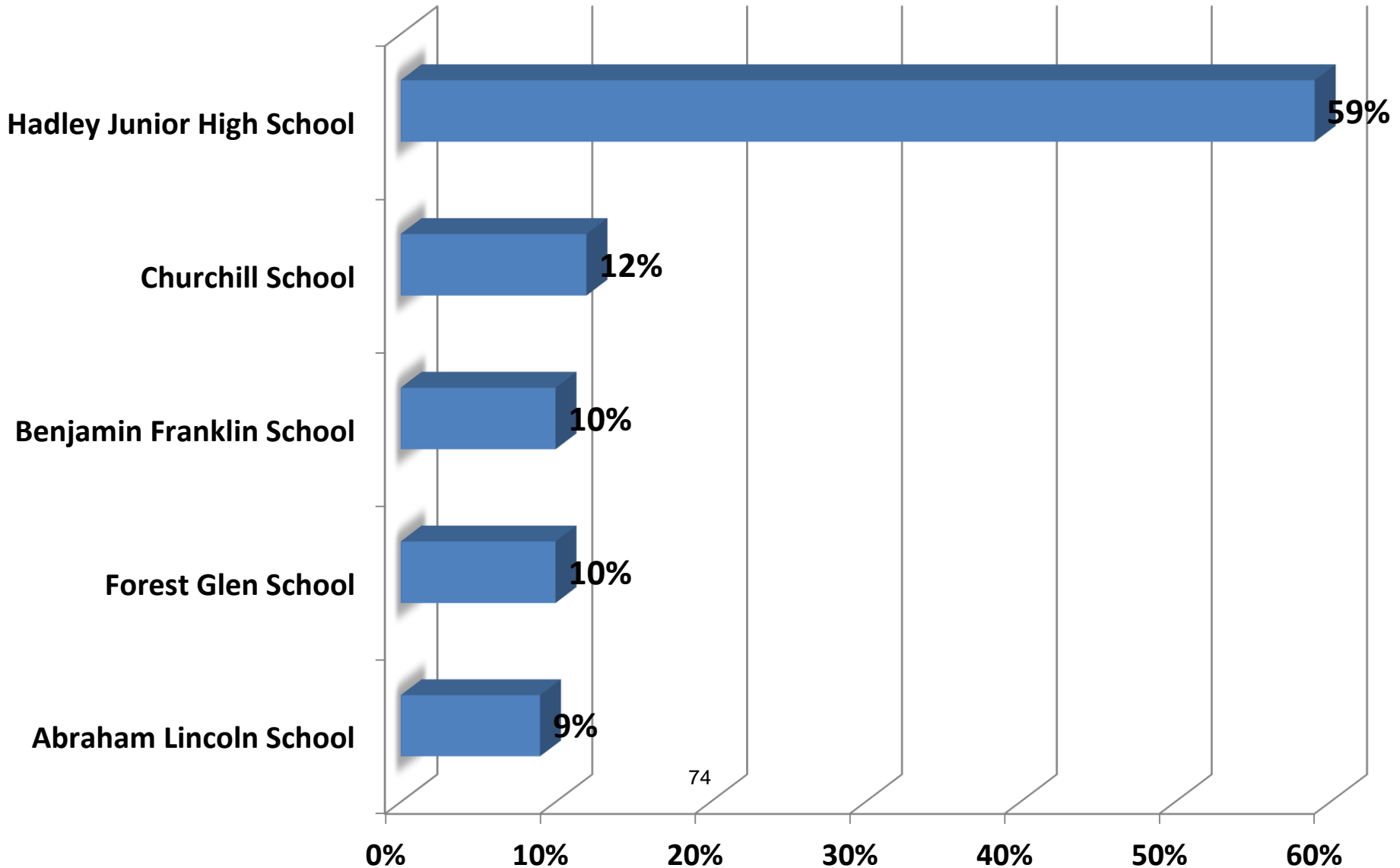
I am a:



Which grade are you in?



Which school do you attend?



Interactions

Always (5), Often (4), Not very often (2), Never (1)

Item	2014	2016	2018	2020	2020-18 Difference
Students at our school are nice to other students who look and act different from them.	3.89	3.98	3.95	4.04	0.09
I feel comfortable talking with my teachers.	4.17	4.27	4.15	4.22	0.07
My teachers help me when I do not understand.	4.46	4.52	4.37	4.42	0.05
I feel I belong at this school.	4.45	4.51	4.36	4.41	0.05
My classmates are nice to each other at school.	4.06	4.11	3.97	4.01	0.04
I have friends at school.	4.74	4.79	4.67	4.69	0.02
Our school does a good job dealing with bullying.	3.78	3.97	3.87	3.89	0.02
There is at least one adult at school I can talk with if I have a problem.	4.2575	4.59	4.36	4.33	-0.03
I worry about being bullied at school.	1.84	1.85	1.86	1.79	-0.07

My School

Always (5), Often (4), Not very often (2), Never (1)

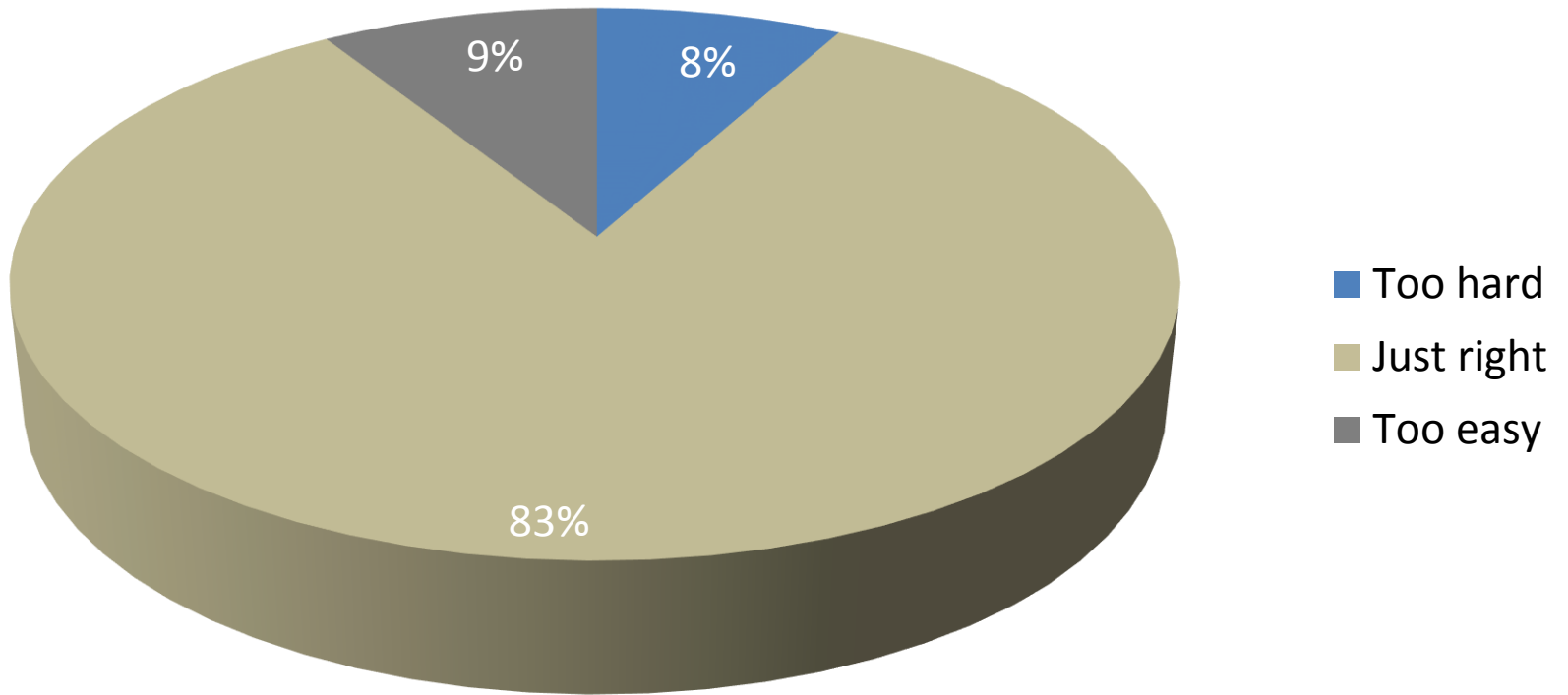
Item	2014	2016	2018	2020	2020-18 Difference
There are before or after school activities that interest me.	3.58	3.50	3.51	3.61	0.10
I like the principal.	4.38	4.55	4.40	4.50	0.10
I am proud of my school.	4.16	4.30	4.19	4.27	0.08
I like my teachers.	4.36	4.52	4.30	4.36	0.06
I feel safe at school.	4.47	4.55	4.42	4.47	0.05
Most students obey the rules.	3.65	3.78	3.72	3.76	0.04
Our school is clean.	3.93 ₇₆	4.06	4.00	4.03	0.03
I understand the rules at school.	4.74	4.78	4.66	4.67	0.01

Learning

Always (5), Often (4), Not very often (2), Never (1)

Item	2014	2016	2018	2020	2020-18 Difference
My teacher does a good job explaining what is expected for my assignments.	4.38	4.45	4.32	4.37	0.05
I learn a lot in class.	4.29	4.37	4.24	4.28	0.04
Students are helpful to each other in class.	4.15	4.20	4.06	4.09	0.03
I feel comfortable asking questions in class.	4.07	4.14	3.99	4.02	0.03
Teachers in our school teach things in a way I can understand.	4.24	4.37	4.22	4.23	0.01
I can get help on my school work when needed.	4.44	4.49	4.38	4.38	0.00
My homework helps me learn more.	3.58	3.69	3.45	3.45	0.00
My classes are interesting.	3.86 ₇₇	4.00	3.79	3.77	-0.02
I know how well I am doing in my classes.	4.40	4.42	4.42	4.31	-0.11

School is: *(2020 Data)*

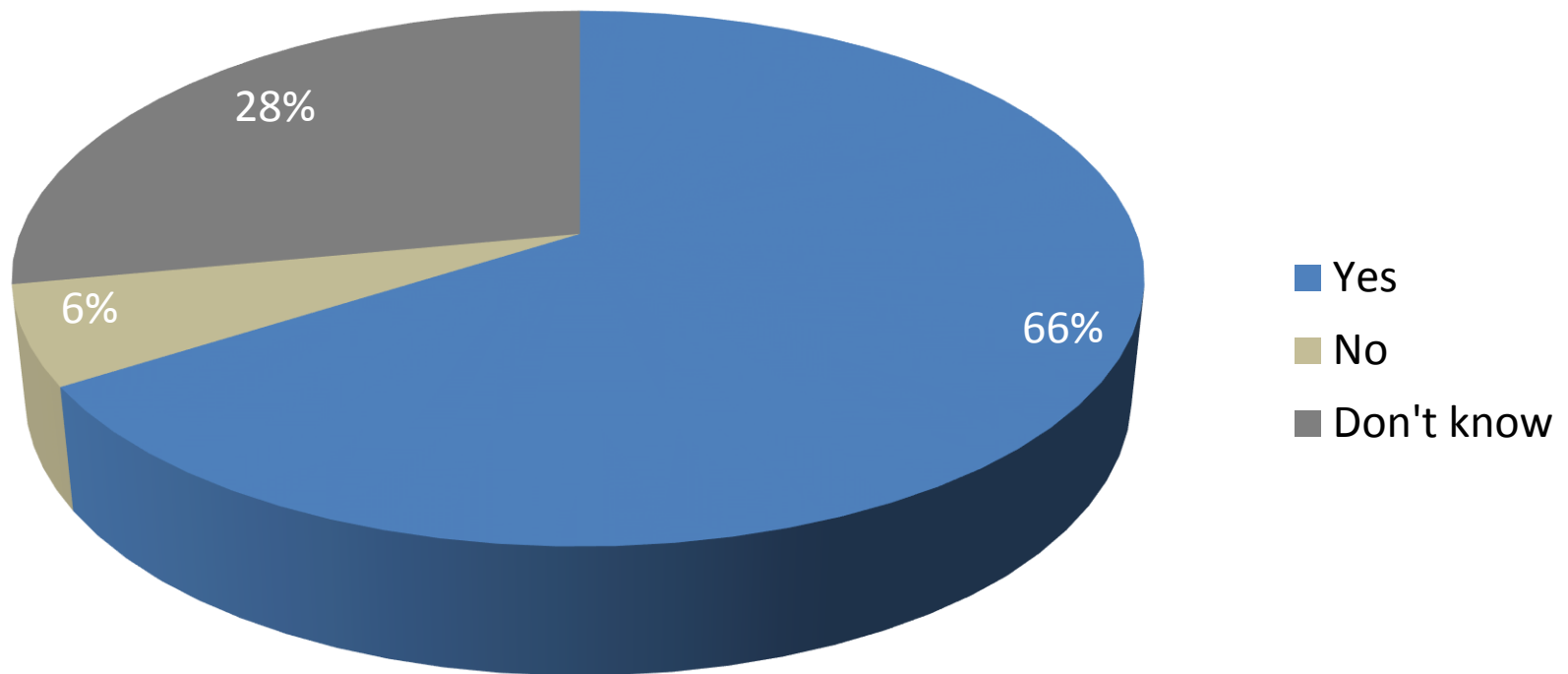


Learning

A lot (4), A little (3), Not very much (2), Not at all (1)

How much do you like:	2014	2016	2018	2020	2020-18 Difference
Problem-Based Learning (PBL) (Class projects that have us solve problems)	N/A	2.91	2.72	2.99	0.27
Learning Spanish	N/A	2.72	2.66	2.90	0.24
Digital Media (library class)	N/A ⁷⁹	3.13	2.93	3.04	0.11

I feel well prepared for the next grade level. *(2020 Data)*



Grades 4 and 5 only

Grades 4 and 5 only

Always (5), Often (4), Not very often (2), Never (1)

Item	2014	2016	2018	2020	2020-18 Difference
I am happy with my Math/Science class.	4.64	4.69	4.56	4.57	0.01
I am learning a lot in my Math/Science class.	4.66	4.70	4.58	4.57	-0.01
I like having the same teacher for Math and Science.	4.51	4.56	4.51	4.45	-0.06
I like having my Literacy and Social Studies classes combined.	4.35	4.44	4.39	4.33	-0.06
I am learning a lot in my Literacy/Social Studies class.	4.62	4.63	4.59	4.51	-0.08
I am happy with my Literacy/Social Studies class.	4.55	4.56	4.47	4.34	-0.13

How important is this item to you?

Very important (4), Important (3), Somewhat important (2), Not important (1)

Item	2020 Average
Math	3.58
Literacy	3.39
Science	3.38
Access to Technology	3.34
Social Studies	3.31
Health Education	3.19
Physical Education	3.19
Extra-curricular Activities (sports)	3.04
Foreign Language	2.96
Library Media Center	2.74
Exploratories	2.69
Music	2.53
Extra-curricular Activities (non-sports)	2.52
Art	2.45
Band/Orchestra	2.30

How are we doing?

Great (4), Good (3), Fair (2), Poor (1)

Item	2020 Average
Access to Technology	3.38
Math	3.36
Physical Education	3.29
Extra-curricular Activities (sports)	3.27
Social Studies	3.26
Health Education	3.25
Science	3.25
Band/Orchestra	3.23
Literacy	3.20
Exploratories	3.16
Foreign Language	3.11
Art	3.11
Extra-curricular Activities (non-sports)	3.06
Library Media Center	3.06
Music	3.04

Gap Analysis

Importance: *Very important (4), Important (3), Somewhat important (2), Not important (1)*

Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Band/Orchestra	2.30	3.23	0.93
Art	2.45	3.11	0.66
Extra-curricular Activities (non-sports)	2.52	3.06	0.54
Music	2.53	3.04	0.51
Exploratories	2.69	3.16	0.47
Library Media Center	2.74	3.06	0.32
Extra-curricular Activities (sports)	3.04	3.27	0.23
Foreign Language	2.96	3.11	0.15
Physical Education	3.19	3.29	0.10
Health Education	3.19	3.25	0.06
Access to Technology	3.34	3.38	0.04
Social Studies	3.31	3.26	-0.05
Science	3.38	3.25	-0.13
Literacy	3.39	3.20	-0.19
Math	3.58	3.36	-0.22

Interference

Do any of the following create problems with your learning? (Slide 1/2)

Yes (10), No (1)

Item	2014	2016	2018	2020	2020-18 Difference
Disruptive behavior in classes	3.89	3.91	3.88	3.51	0.37
Competition among students	3.04	2.95	3.17	2.80	0.37
Teasing/bullying	2.69	2.44	2.57	2.21	0.36
Family obligations	2.36	2.40	2.56	2.26	0.30
Could not get the extra help I needed	3.26	3.35	3.51	3.21	0.30
Absences from school	4.08	3.92	4.31	4.05	0.26
Classes are not interesting	4.13 ₈₇	4.24	4.25	4.01	0.24
Classes are too easy	3.03	2.92	2.82	2.65	0.17

Do any of the following create problems with your learning? (Slide 2/2)

Yes (10), No (1)

Item	2014	2016	2018	2020	2020-18 Difference
No place to study at home	2.03	2.15	2.04	1.90	0.14
Difficulty speaking English	1.44	1.53	1.62	1.49	0.13
Problems with friends	2.74	2.74	3.06	2.93	0.13
Classes are too difficult	2.88	2.76	2.86	2.75	0.11
Too busy with activities outside of school	3.93	3.98	3.99	3.91	0.08
Peer pressure	2.41	2.63	2.75	2.71	0.04
Boyfriend/girlfriend problems	1.68 ₈₈	1.62	1.62	1.62	0.00
Poor study habits	2.82	2.85	2.96	3.02	-0.06

Thank you!



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Glen Ellyn School District 41
2020 Staff Survey Comment Analysis
April 1, 2020

The Comment Analysis Summary is intended to identify and represent the prevailing themes collected through the comments gathered in the staff survey. A major theme is identified as a result of having multiple participants referencing similar issues or concerns. Supporting comments are included verbatim within each theme.

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While respondents are supportive of the FLES program, some feel it is not a good fit for all students..... 2

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Some respondents shared suggestions to improve District communication..... 5

Respondents express their appreciation for the Board of Education. 6

While respondents are supportive of the FLES program, some feel it is not a good fit for all students.

Students are benefiting and enjoying the FLES program. However, many students with significant learning disabilities and autism struggle greatly during this time. It would be beneficial to allow students with these levels of needs to be exempt from the FLES program to allow them to work on their academic, behavioral and functional needs.

While I am proud of the district for championing dual language, I think there are plenty of deficiencies that our students have that should come before dual language. Some of our students cannot spell or write in English, and we are having them then struggle in two languages.

While I fully support learning a second language, there are many times this year in which students struggling in every class cannot get the support needed because of the mandated foreign language class. If they are struggling as much as they are in their core classes, I see more benefit in them being in a support class than in a foreign language class. How to determine who could opt out/qualify for no foreign language is above my pay, but I think it is something to strongly consider.

I think overall, for most students Specialization and Foreign Language benefits them. For some students who really struggle learning English, I am not sure that Spanish is a good fit for them.

I believe that there should be the ability to opt out of learning a foreign language if students are struggling with learning in their primary language.

In response to the foreign language question, while I believe that it benefits most, I do think we should allow some flexibility with team decisions regarding whether a student would benefit more from not participating in a foreign language rather use that time to help support their other extreme deficit areas/areas of improvement whether they are significantly below their peers in reading, math, social-emotional, etc.

While I feel learning a second language can be highly beneficial to many students, we need to have flexibility with this. There are some students who this can be detrimental for (i.e. students with significant speech and language delays). Staff and parents should have the option to decide on a case by case basis for each student. Plans for students who are not included in FLES should be thought about in advance.

Language learning is beneficial for students. Not all students should be forced to take a FL. If students are struggling with reading and writing they should have an intervention class or a SPED resource class to improve on basic English skills they are lacking to catch them up to grade level.

There are benefits as shown in research. However, I disagree with providing students who have IEPs and other special learning needs foreign language instead of support in reading at math.

Some respondents share concerns regarding their workload.

If I notify a friend about a vacancy in our district, I will forewarn them about the teacher workload. Larger class sizes and the possibility of teaching multiple content. Meanwhile, having the expectation to keep raising test scores, as class period time decreases and student anxiety keeps growing.

heavy caseloads, no co-teacher planning time

Our work load is unreasonable. Teaching seven subjects a day and trying to "keep up" with our scope, while adding additional tasks, is completely unrealistic.

The workload of teachers is completely unreasonable and unsustainable. We are asked to do more than is possible to do in a single day. The amount of paperwork and documentation for MTSS is laborious and takes away for actual teaching time. Students with significant needs are grouped together in one classroom. Teachers in these classrooms have to complete significantly more paperwork and attend more meetings which take place during the school day. This means time away from the classroom which is not a good idea when students are already struggling.

Time is the biggest resource that we are lacking. We continue to add requirements to our day when we already have more curriculum than what fits in a day. Our curriculum doesn't allow us to take the time to support students on an individual basis without becoming behind in the scope and sequence. There is very little wiggle room from day to day and needs arise that have to be addressed. All of our focus is on academic learning. There needs to be time allotted to focus on social emotional things that come up within our days as well. With this, I don't mean a scripted program, but rather the time to address, for example, a recess issue and in doing so we don't feel like we now just missed phonics and we're behind.

I think that in our district, there are a few teachers who do most of the curriculum and planning work, and many other teachers do not. How can we make the workload more equitable and share the responsibilities for planning curriculum across the district?

I do not have enough time in the day to get done everything that is required in my job. Most days I work 10-12 hours to stay on top of everything or else I will drown. By the time my 40 minute plan comes, it takes me the entire time just to sort out the day and figure out where to start. When we do have "work" time, we always get pulled into meetings which require follow up and more work. Teachers are stretched way too thin.

I think that the workload of the SST team is a little too much. We spend our whole school day (even plan time and lunch some days) meeting the needs of the students, that there is no paid work time for the paperwork portion of the job. It is hard to collect data throughout the day, get IEP's written on time, proactively communicate with families, on top of my personal life outside of school.

Respondents feel that more should be done to support those students who require additional support.

I feel that we have not put supports in place for all of our students. We do not have enough service providers to meet the needs of our students.

Our district is asking us to provide services for all kids without additional resources in order to provide this to all students in order to include them fairly.

Special education team members do not have any type of digital technology within their classrooms, which can make it hard to meet some needs of students or match the curriculum being offered in the general education room.

I'm borderline on many of these questions. I do think more could be done to support students with IEP and 504 plans. And more can be done to teach empathy among students. I believe most of this stems from having inclusion put in place too quickly.

I have the necessary resources to work with the ESL population, not the SPED population. Full inclusion supports and resources are not always available. The roll out was poorly planned and did not give students or staff adequate support. It's disappointing that our district did not have a comprehensive plan.

There are currently a larger population that require more social emotional learning. They don't or haven't learned perspective taking and other required skills to be successful in the classroom.

The class sizes are too big, which have created issues in being able to teach effectively. In addition, many students need more support but are not always receiving it such as small group instruction and a leveled foreign language class.

We need more Tier 2 and Tier 3 interventions to help those students who are struggling. We don't have those in place. Students shouldn't be taking Spanish every day if they struggle with Reading.

Struggling students do not have access to the help and support that they need to succeed. No interventions, no periods to re-teach, provide added support.

We need more resources for the diverse needs of our students. We need more support staff to work with our inclusion population. We also need additional specialized staff to meet IEP goals, minutes and to enable co-teaching. We need more OT tools available in classrooms or our buildings such as swings, pods, rollers etc. to help students stay regulated and engaged. Our classrooms are designed for general education students and not for some of the inclusion students we are getting. We need more resources to create classrooms that support the need of these students.

We are desperately in need of more support staff. Some students need one-on-one aides and we are told that that doesn't exist anymore. All of our aides end up going to Early Childhood.

Some respondents shared suggestions to improve District communication.

I often feel that communication between district and building leadership is not clear and teachers are not receiving all information from CSO. Furthermore I feel that decisions are made within my department with building leadership and district leadership does not receive the information.

I constantly have to reach out to ask questions on how to properly complete my job. I am not told information in a timely manner. It is frustrating to always have to ask about how things are done.

Communication on important items and cohesiveness of staff and whole district meetings needs to be improved. Since this new year began, there has not been effective communications of the workings of what is happening at the District administrative level and staff in the district. It often gets trickled down and misunderstood. This in turn causes some discrepancy in building administration and staff communication. There is not a clear expectation for administrations to staff on communication, and that needs to change.

Communication could always be better across the board.

I believe that communication at all levels in this district is one of our weakest links. Communication within teams and PLC's is effective but at the higher levels communication is not always clear, timely and/or given in the first place.

Times and places of events taking place in our school are often communicated at the last minute or after the event has started.

Even though I know what is expected of me most of the time. There are conflicts between what I am being told from the building administration and the district administration. It can be confusing at times

I feel as though information is shared last minute for many things or that emails are not even given a response. I know everyone's job is busy, but it would be nice to receive an email that says, "Got your email! I'll look into this." Or "Let me connect you with ___ to help you." Or be honest and say, "I'm swamped right now and honestly this is not a priority." Just respond. I appreciate the responses and feedback I have received from my building administrators and value their opinion and feedback. Our staff has an amazing bond and community and we are here to support each other.

I believe some of the communication failures are when the planned school event emails are sent and there is not clarification for new staff as to what the event is and what it entails. Example Wolf Pack meetings, I had no clue what it was and what my role was during this time. I was fortunate that I asked a teacher and she explained it to me and later an other teacher invited me to join her Wolf Pack.

We need more "useful" communication to staff members about policies, procedures, protocols, job responsibilities, to help us perform our jobs.

COMMUNICATION. COMMUNICATION. COMMUNICATION! Transparency. Integrity of decision-making, especially as it applies to any decision made per parental pressure.

Respondents express their appreciation for the Board of Education.

I feel that the new board is a much better reflection of our community compared to the previous board.

Our school board has begun to turn around from what I would consider "the dark years" of no trust between school board, admin and teachers. This school board has once again put children first, which is essential for decision making. I applaud the leadership of Bob Bruno and am grateful for his hard work, intelligence, and compassion.

I am exceedingly happy for new representation among the Board. The last Board was negative and divisive and flat out unkind and disrespectful. I trust the new Board so much more.

I finally feel that this board has the ability to act in the ways which are best for students. They are fiscally responsible while meeting the needs of students.

I appreciate that things have calmed down at the board level and people are being allowed to do their jobs.

It is so refreshing to have an intelligent and respectful BOE.

The board is greatly improved over the last year. It is encouraging to see board members treat each other with civility and respect. Love the addition of students on the board.

To be honest, I really appreciate the tone of the Board Meetings this year. I appreciate the fact that the Board Members are getting along so much better and they are having respectful conversations with one another.

When this new Board was seated in the spring of 2019, it was so refreshing to have the President and Vice President in our building to personally share their vision and let us know that we staff are respected and valued. Such a breath of fresh air after a long period of unrest.

For the most part this board has been "a breath of fresh air" compared to a couple previous, toxic, board members.

This school board has made excellent decisions and has really educated themselves on their role within the district.

The Board seems more positive and friendly to staff. I do not hear the crazy, negative stuff like I used to. I don't know much about their priorities or decision making.

There is definitely a better sense of calmness with our Board of Education. I appreciate the atmosphere of respect.



**Glen Ellyn School District 41
2020 Parent Survey Comment Analysis
April 1, 2020**

The Comment Analysis Summary is intended to identify and represent the prevailing themes collected through the comments gathered in the parent survey. A major theme is identified as a result of having multiple participants referencing similar issues or concerns. Supporting comments are included verbatim within each theme.

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Respondents expressed their support of an all-day Kindergarten program.

As a district, we need to have all day every day kindergarten for all students. 80% of the schools in Illinois already do this. In D41 we want our students to keep up with all the other kindergartners to set them up for success in first grade and beyond.

Why doesn't d41 have all day kindergarten? Nearly all districts in IL have it. I see this as a bit of an embarrassment

Would have liked to have had full day kindergarten for my children.

Need all day kindergarten. Of all the districts not to have it, are you kidding? Enough said

We do need full day kindergarten. I don't need it anymore for my child but it should be a part of what we offer families in our District.

I used to like the idea of full day kindergarten but now that my kids are older, it doesn't matter so much. I know that spacing is an issue but I think it should still be considered for the future.

I would change to all day kindergarten. It won't benefit my family at this point, but it will benefit other families. I would also give the after school programs at all the grade schools more space. It is brutal during the winter months being stuck in the gym for hours after a long day at school.

Full Day Kindergarten!!! It's unacceptable for the amount we pay in taxes that we can not provide full day classes for Kindergarten. Common core is math and reading objectives are demanding and we are grazing over other important subjects(science and social studies). It's also not fair to those parents who can't afford \$250 a month to send their children to Kindergarten enrichment programs that our children can attend.

Offer full day kindergarten. We nearly did not move here solely based on this. It's disappointing and unacceptable that such opportunities for better, more well rounded education for our Kindergarteners is not valued and prioritized by D41.

It would be great if they offered full day kindergarten. I know this is an ongoing issue with the district with funding, referendum, taxes, space, etc. However, it would be great if they tried for this again as a long term goal.

Overall we are very happy with Forest Glen but continue to wish full-day kindergarten was offered- our first grader continues to struggle with academic confidence, which I believe is related to cramming too much into a short time period last year. He definitely felt pressure to finish things quickly or else fall behind. Overall better balance this year.

All day kindergarten for the taxes we pay

While some respondents are satisfied with District communication, others offer suggestions for improvement.

The teachers communication. It was nice when we received a weekly or monthly newsletter, but depending on the grade and teacher, some do it, some don't, others rotate, some email one, some make a google doc available which I would always forget to check as there was no prompt. Anyway, it would be nice to know what the expectations are for teacher communication.

While I generally believe the administration is doing a good job, I believe it could do more with the community via communications. The divisive political climate has crept into D41. It would be beneficial if the administration helped mend some of the divide through communications that focus on our students achievements and commonalities

Immediate standardization and communication of expectations for all stakeholders and roles. Ensure that expectations are same between schools, classes and teachers, then enforce those rules. Next create open dialogue with the community and enable free 2 way communication for all, this should not be restricted to public meetings only but OPEN so that community and stakeholders can engage as they feel necessary when they have time to participate.

Communication from building leadership and teachers needs to be improve.

Streamline communication process from the principal.

Proactively share plans and changes before implementation

I would suggest better communication with kindergarten families on events. I have felt that staff expects us to know what events entail but if we have never been involved, it is hard to understand. I have been made to feel like i should have known certain information and it makes me less likely to ask about other events. Email from principle included a sentence alluding that i should read my email, which I did, but the event details were not clear for someone who has never participated before.

Would love to see more updates on day-to-day goings on in the schools. There have been some lately, but would like to see more.

Simplify your messaging and make information easier to access on your website. There are too many portals and sources to access information for the student.

The district website could use a revision/face lift. It is difficult to find basic information relevant to parents, such as school supply lists; website is not always updated in a timely mannter. Live streaming of board meetings is helpful and should continue.

Teacher communication is very good, but I would appreciate more communication from building leadership on overall school programs.

Some respondents feel more can be done to prevent bullying.

The only thing that really is a struggle for me is bullying with one of my kids. Let me say, he is incredibly sensitive. I need him to be able to talk to teachers and staff more if he needs it. I want to give him tough love, but he shuts down from it. Whereas my other kid benefits from tough love. How do we know the bullying programs at school are effective? I don't expect teachers to be social workers. We struggle with this every year. I can't wait for him to go to Hadley to get a refresh of new kids. Nothing is perfect and recognize that and life is hard. Maybe more proactive bullying programs?

I would also like to see more programs on anti-bullying and empathy with real life examples. I think some kids may not realize they are the problem.

Overall we are happy with D41 but feel one really has to jump through hoops to get bullying issues noticed and action taken towards ending them.

The handling and communication to parents when there are safety and bullying issues that directly affect my child.

2) zero tolerance for bullying and racism. Leadership is not doing enough. Kids who violate the policy need to be removed from the district.

The leaders of FG do not do a good job of relaying bullying and safety issues to the district or to parents. We are finding out about these issues/incidents at school through kids and parents. The staff/leaders at FG should be doing this.

I've heard through friends that online bullying is not dealt with at Hadley. Surely the district understood the pluses and minuses of bringing technology into the schools, but dealing with consequences is part of the deal. Get involved to solve these problems.

Also, bullying is tricky. My child was bullied and it just flies under the radar. I taught her to stand up for herself, but the bullies still exist and don't back down. They also know how to evade the adults.

Take bullying and the safety of our children more seriously. This has been an ongoing issue for over 2 years for MANY families.

bullying creates an environment where kids don't feel relaxed enough to be able to learn in an optimal way. Even when teachers and staff are made aware of it, bullying is happening at times where there is not as much supervision (passing periods, lunch, recess). There should be zero tolerance for this kind of behavior and with repeated notification, the school should remove the offending student from school.

We have not been satisfied with the level of bullying and harassment by other students at Churchill.

Unfortunately, I do not believe Hadley does a great job of enforcing disciplinary actions. It's inconsistent & not tough enough, in my opinion (and many parents share the same view). My children unfortunately, don't always feel safe at school. That's unfortunate & frightening. Hadley can do better.

Parents/guardians offer suggestions on how to improve the effectiveness of parent teacher conferences.

Parent teacher conference are way too short to have any meaningful dialogue. It also appears that some teachers are afraid to give any feedback that might be perceived as negative

My only suggestion would be to have parent teacher conferences in the spring. Since the first one is in November ... it's a long time to go with only the report card to see how our children are doing

Please consider more detailed parent/teacher conferences to allow for discussion on both academics and social emotional development.

I do not think meeting the teachers once a year (conferences) gives a parent a good picture of how their child is doing in school. There should be a second conference in the spring to check in with how a child is doing in school. I feel 90% of the communication between the school and myself about my child is driven by me, the teachers respond quickly to my emails or calls but it is me reaching out. When I do reach out the teachers state they noticed similar issues my child was having as well and were about to reach out to me...I just always seem to reach out first...

Teacher conferences are too soon in the school year. There isn't enough time gone by to give adequate feedback. Either have a winter conference or fall and spring; not just one conference in the Fall.

I would like to see more than one conference per year. The fall conference is good, but would be more useful to have one in the spring when the teacher really knows my child and has a more robust record to talk about.

10 minutes for a parent teacher conference is crazy. The time was so rushed and there was no time to ask any follow up questions.

I would like to see a spring parent teacher conference to enhance communication.

I really wish parent teacher conferences would be made longer. 5 minutes is just not enough time. I feel like teachers are always rushed during them but do the best they can.

Parent/teacher conferences are too early in the year, and too short to give meaningful information.

Parent/teacher conferences are fine and informative, it would be nice to have them at the beginning and end of the year to see progress.

I made a disagree comment on parent teacher conferences. I'm not sure if that medium and not the way they were conducted. I don't know if the format makes the most sense anymore because of it's frequency (not very) and how rushed it is. I realized this is a tremendous burden on the teachers to conduct these in their evening hours. I personally would like more touch points on student performance to make sure that if we need to help at home and can do that in a timely manner but i don't need that to be face to face.

Respondents share some of the best things about the District, including parent involvement and high-quality teachers and staff.

The kids all seem happy and there are so many fun learning activities going on that add to their enrichment.

Innovative approach to learning coupled with high standards.

Support - financially, volunteers, etc.

Kids are given many opportunities for growth, both in the classroom and outside of it.

The teachers are of high quality and personable- they support each other and in learning - They Care A Great deal for the Students and help them Develop emotionally as well as in their intellect.

Family involvement and community feeling at the school.

PTA, good students, good community

Willingness to try new things and do whatever staff can do to help students. Teachers are very friendly and keep parents informed of what is happening in the classrooms.

Our teachers, support staff and principal. We have a positive and collaborative school community

FLES, the close communication between Lincoln principals/teachers and parents, and the involvement parents in student life at Lincoln (much of this is done through the PTA).

The teachers and individual school administration are strong and caring.

Very impressed with the level of genuine care District 41 teachers and staff put into the educational and emotional well being of the children. :)

The faculty! They go above and beyond every day to do the best job possible to help children learn and grow. They juggle the learning process, the children, parents, peers, and community. The collaborative culture is impressive and facilitates higher degrees of success for every stakeholder.

The teachers are mostly engaged and truly care for their students. The resources they have to help learn such as the library services and technology are fantastic and we are very pleased on this front.

Leadership, staff, communications, inclusiveness, use of technology, forward and progressive mindset

I love the way everything seems to generally be pretty student centered. I also love the way homework is limited. Most of all I love the way my kids love their teachers. They must be doing a good job of making Learning at a desk/in a classroom seem fun.

The teachers and principals go above and beyond. My kids generally enjoy going to school and feel safe.



Board Report

Date: May 26, 2020

Title: Board Policy and Procedures Revisions-First Reading

Submitted by: Dr. Melissa Kaczowski, Superintendent

Strategic Priority 5: School Community Culture & Climate to further Enhance Student Learning: We will enhance a healthy, productive and collaborative relationship with school and district stakeholders.

Background: The Board of Education Policy Committee examines the policy manual on a regular basis for revisions and updates that are necessary based on changes in Illinois, Federal law, or to reflect the District's current practices.

PRESS Issue 103 is bundled to address the laws recently passed or reviewed in the last Illinois General Assembly session which affect school boards. The IASB recommendations are noted below with appropriate redlined policies attached.

In addition to the PRESS recommendations, the Administration has prepared a recommendation for a new administrative procedure related to pandemic preparedness. In the interest of expediency and the state of our current conditions this recommendation will also be presented for action later in the meeting.

Discussion:

Grant Accountability and Transparency Act (GATA): As part of its grant oversight function, the Ill. State Board of Education (ISBE) plans to conduct field testing in the area of travel expenses under federal and State grants during the 2020-2021 school year. In anticipation of this monitoring activity, the PRESS Editors have collaborated with ISBE's Federal and State Monitoring Department to revise existing and develop new PRESS materials to ensure they reflect the policy and procedure requirements of the federal uniform guidance for grants and the Grant Accountability and Transparency Act (GATA).

The following PRESS materials are updated:

2:125, Board Member Compensation; Expenses

~~2:125-E1, Board Member Expense Reimbursement Form REWRITTEN~~

2:125-E~~1~~2, Board Member Estimated Expense Approval Form ~~--~~ REWRITTEN

~~2:125-E2, Board Member Expense Reimbursement Form REWRITTEN~~

4:60-AP4, Federal and State Award Procurement Procedures

5:60, Expenses

5:60-AP, Federal and State Grant Travel Expense Procedures -NEW

~~5:60-E1, Employee Estimated Expense Approval Form REWRITTEN~~

5:60-E~~1~~2, Employee Expense Reimbursement Form REWRITTEN

~~5:60-E2, Employee Estimated Expense Approval Form REWRITTEN~~

Five Year Review: The following PRESS materials are updated in response to five-year reviews:

2:160, Board Attorney

2:160-E, Checklist for Selecting a Board Attorney -REWRITTEN

6:120-AP1, Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities

8:10, Connection with the Community

Children’s Advocacy Center (CAC): As noted in PRESS Issue 102, a new School Code requires that districts within a county served by an accredited Children’s Advocacy Center (CAC) coordinate with the CAC when an *alleged incident of sexual abuse* is reported to DCFS. Following consultation with the CAC, the new 5:90-AP, *Coordination with Children’s Advocacy Center*, was created to assist districts with compliance. In the event an allegation is made, the District’s Threat Assessment Team will convene and use local law enforcement to coordinate with the DuPage county CAC.

The following PRESS materials are included in this bundle:

2:150-AP, Superintendent Committees

5:90-AP, Coordination with Children’s Advocacy Center –NEW

Administrative Recommendations: The following modified PRESS materials are presented for review and immediate action.

4-180-AP 3, AP Grant Flexibility; Payment of Employee Salaries During a Pandemic

Recommendation: This report is for discussion only. Administration will recommend the Board approve the PRESS policy revisions at the June 8, 2020 Board meeting. The Administrative recommendation related to pandemic preparedness will be presented for action later in the meeting.

School Board

Board Member Compensation; Expenses

Board Member Compensation Prohibited

School Board members provide volunteer service to the community and may not receive compensation for services, except that a Board member serving as the Board Secretary may be paid an amount up to the statutory limit if the Board so provides.

Roll Call Vote

All Board member expense requests for travel, meals, and/or lodging must be approved by roll call vote at an open meeting of the Board.

Regulation of School District Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses in the District by resolution. No later than approval of the annual budget and when necessary, the Superintendent will recommend a maximum allowable reimbursement amount for expenses to be included in the resolution. The recommended amount should be based upon the District's budget and other financial considerations.

Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the Board member, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event.

Exceeding the Maximum Allowable Reimbursement Amount(s)

All requests for expense advancements, reimbursements, and/or purchase orders that exceed the maximum allowable reimbursement amount set by the Board may only be approved by it when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Advancements

The Board may advance to its member's actual and necessary expenses to be incurred while attending:

1. Meetings sponsored by the Illinois State Board of Education or by the Regional Superintendent of Schools;
2. County or regional meetings and the annual meeting sponsored by any school board association complying with Article 23 of the School Code; and
3. Meetings sponsored by a national organization in the field of public school education.

Expense advancement requests must be submitted to the Superintendent or designee on the Board's standardized estimated expense approval form. After spending expense advancements, Board members must use the Board's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. A Board member must return to the District any portion of an expense advancement not used. If an expense advancement is not requested, expense reimbursements may be issued by the Board to its members for the activities listed in numbers one through three, above, along with registration fees or tuition for a course(s) that allowed compliance with the mandatory trainings described in policy 2:120, *Board Member Development* and other professional development opportunities that are encouraged by the School Code (see the **Reimbursements and Purchase Orders** subhead, below). Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursement is not guaranteed and, when possible, Board members should seek pre-approval of expenses by providing an estimation of expenses on the Board's standardized estimated expense approval form, except in situations when the expense is diminutive. When pre-approval is not sought, Board members must seek reimbursement on the Board's standardized expense reimbursement form. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Credit and Procurement Cards

Credit and procurement cards shall not be issued to Board members.

Standardized Expense Form(s) Required

All requests for expense advancement, reimbursement, and/or purchase orders in the District must be submitted on the appropriate itemized, signed standardized form(s). The form(s) must show the following information:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and office of the Board member who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement or reimbursement will be or was expended.
4. The nature of the official business conducted when the expense advancement or reimbursement will be or was expended.

Types of Official Business for Expense Advancements, Reimbursements, and Purchase Orders

1. Registration. When possible, registration fees will be paid by the District in advance.
2. Travel. The least expensive method of travel will be used, providing that no hardship will be caused to the Board member. Board members will be reimbursed for:
 - a. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form.
 - b. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
 - c. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
 - d. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
 - e. Taxis, airport limousines, ride sharing, or other local transportation costs.
3. Meals. Meals charged to the School District should represent mid-fare selections for the hotel/meeting facility or general area, consistent with the maximum allowable reimbursement amount set by the Board. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.
4. Lodging. Board members should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Board members should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.

5. Miscellaneous Expenses. Board members may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants

All Board member expenses for travel charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must comply with Board policy 5:60, *Expenses*, and its implementing procedures. Travel expenses include costs for transportation, lodging, meals, and related items.

LEGAL REF.: 105 ILCS 5/10-20 and 5/10-22.32.
30 ILCS 708/, Government Accountability and Transparency Act. ~~Local Government Travel Expense Control Act~~, 50 ILCS 150/-.Local Government Travel Expense Control Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:120 (Board Member Development), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 5:60 (Expenses)

Reviewed: October 20, 2003; January 18, 2011, February 11, 2013, November 21, 2016
Adopted: November 17, 2003
Revision Adopted: February 7, 2011, February 25, 2013, December 5, 2016

School Board

Exhibit - Board Member Expense Reimbursement Form

Submit to the Superintendent, who will include this request in the monthly list of bills presented to the School Board. Please print and attach receipts for all expenditures. Use of this form is required by 2:125-E3, Resolution to Regulate Expense Reimbursements. Please print.

Name: _____ Title/Office: _____

Travel Destination: _____ Purpose: _____

Departure Date: _____ Return Date: _____

Receipts attached Request Date: _____

Estimated expenses attached (Completed 2:125-E2, Board Member Estimated Expense Approval Form) (pre-approval is required for federal and State grants).

Approved expense advancement (voucher) attached, if applicable* (Completed 2:125-E2, Board Member Estimated Expense Approval Form.)

Actual Expense Report

*Board members will be reimbursed for actual and necessary expenses that exceed the amount advanced, but must refund any expense advancement that exceeds the actual and necessary expenses incurred. 105 ILCS 5/10-22.32. For federal and State grants, board members will be reimbursed for actual and necessary expenses that exceed estimated expenses as permitted by Board policy 2:125, Board Member Compensation; Expenses.

Auto Travel Allowance: _____ per mile

Date	Auto Mileage		Transp. Expenses	Lodging	Meals or Per Diem			Other		Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner	Item	Cost	
Subtotal										
Advances									-	
TOTAL (a negative amount indicates refund due from Board member)									\$	

Submitting Board Member's Signature

Date

Superintendent Signature

Date

School Board Action: Approved Denied
 Approved in Part Exceeds Maximum Allowable Amount
 Grant Funding Source (if applicable): _____

Comments: _____

Reviewed:
Adopted:
Revision Adopted:

School Board

Exhibit - Board Member Estimated Expense Approval Form

Submit to the Superintendent, who will include this request in the monthly list of bills presented to the School Board. Use of this form is required (1) by 2:125-E3, Resolution to Regulate Expense Reimbursements and (2) for pre-approval of expenses to be charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act. Please print.

Name: _____ Title/Office: _____

Travel Destination: _____ Purpose: _____

Departure Date: _____ Return Date: _____

Estimated Expenses Approval Requested (50 ILCS 150/20 or grant expenditure)

Travel is grant-related* (specify grant): _____

Purchase Order Requested Purchase Order #: _____

Expense Advancement Voucher Requested (105 ILCS 5/10-22.32)
Voucher Amount: _____

Estimated Expense Report										
Auto Travel Allowance: _____ per mile										
* Grant-related travel only: Except for mileage and other transportation expenses, expense reimbursement/per diem is only allowed if on official travel status for 12 hours or more. If lodging at or below the applicable rate cannot be identified, please indicate below and attach at least three quotes for review.										
Date	Auto Mileage		Transp. Expenses	Lodging	Meals or Per Diem			Other Item	Cost	Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner			
Total										\$

Submitting Board Member's Signature

Date

Superintendent Signature

Date

School Board Action: **Approved** **Denied**
 Approved in Part **Exceeds Maximum Allowable Amount**
 Grant Funding Source (if applicable): _____

Comments: _____

Reviewed:
Adopted: 108
Revision Adopted:

Operational Services

Administrative Procedure - Federal and State Award Procurement Procedures

In addition to the State legal requirements for purchases and contracts set forth in Board policy 4:60, *Purchases and Contracts*, and 4:60-AP1, *Purchases*, the following procedures apply to District procurement under federal awards and State awards governed by the Grant Accountability and Transparency Act (GATA). ¹

Consult the Board Attorney regarding the legal requirements presented by this administrative procedure as well as before a contract is presented to the Board. ²

Code of Conduct ³

Board policies 2:100, *Board Member Conflict of Interest*, and 5:120, *Employee Ethics; Conduct; and Conflict of Interest*, contain standards of conduct covering conflicts of interest and governing the actions of board members and employees engaged in the selection, award, and administration of contracts.

General Procurement Standards ⁴

- A. The District shall avoid acquisition of unnecessary or duplicative items. Consideration will be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. **Note:** A conflict between this regulation's requirements and the Ill. Criminal Code of 2012 may exist. See 720 ILCS 5/33E-2(i-5) and 5/33E-18 (prohibits bid stringing; violation is a Class 4 felony) and 720 ILCS 5/33E-3 (prohibits bid rigging, a Class 3 felony).
- B. To foster greater economy and efficiency, the District may enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.
- C. The District may use federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.
- D. The District may use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost. **Note:** A conflict between this regulation's requirements and the Illinois Criminal Code of 2012 may exist. See 720 ILCS 5/33E-2(i-5) and 5/33E-18 (defines and prohibits bid stringing, a Class 4 felony).
- E. The District shall only award contracts to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. **Note:** State law requires award to the "lowest responsible bidder."
- F. The District shall maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.
- G. The District may use a time and materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. **Note:** The Ill. Criminal Code of 2012 (720 ILCS 5/33E-9) requires approval of the Board or designee when a contract cost increases or decreases by \$10,000, a/k/a *change orders*. If a change order will exceed the original contract price by 10%, it must be rebid.
- H. The District shall be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements.

The footnotes should be removed before the material is used.

¹ 2 C.F.R. §§200.318-200.326; 30 ILCS 708/, Grant Accountability and Transparency Act (GATA). GATA adopts the federal uniform guidance for all grants, unless the Office of the Governor grants an exception. 30 ILCS 708/55; 44 Ill.Admin.Code §7000.60. For information about the scope of GATA as it pertains to grants administered by the Ill. State Board of Education, see www.isbe.net/gata.

² Many legal issues will be solved by early and frequent consultation with the board attorney.

³ 2 C.F.R. §200.318(c).

⁴ 2 C.F.R. §200.318(d)-(k).

Competition 5

- A. All procurement transactions shall be conducted in a manner providing full and open competition consistent with the standards of State law (105 ILCS 5/10-20.21) and policy 4:60, *Purchases and Contracts*, and this section. To ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Situations considered to be restrictive of competition include, but are not limited to:
1. Placing unreasonable requirements on firms in order for them to qualify to do business;
 2. Requiring unnecessary experience and excessive bonding;
 3. Noncompetitive pricing practices between firms or between affiliated companies;
 4. Noncompetitive contracts to consultants that are on retainer contracts;
 5. Organizational conflicts of interest;
 6. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and
 7. Any arbitrary action in the procurement process.
- B. The District shall conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. **Note:** State law may also encourage or discourage these preferences. Discuss these with the Board Attorney. See also Doyle Plumbing and Heating Co. v. Bd. of Educ., Quincy Pub. Sch. Dist. No. 172, 291 Ill.App. 3d 221 (4th Dist. 1997); Cardinal Glass v. Bd. of Educ. of Mendota Comm. Consol. Sch. Dist. 289, 113 Ill.App.3d 442 (3rd Dist. 1983). Nothing in this section preempts State licensing laws. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract. **Note:** The Board must also follow the Local Government and Professional Services Selection Act. 50 ILCS 510/.
- C. Procurement Transactions. All solicitations will:
1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured.
 - a. Such description must not, in competitive procurements, contain features which unduly restrict competition.
 - b. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.
 - c. Detailed product specifications should be avoided if at all possible.
 - d. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated.
 2. Identify all requirements which offerors must fulfill and all other factors to be used in evaluating bids and proposals.
- D. The District shall ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. **Note:** State laws may conflict with this provision. See 105 ILCS 5/10-20.21 and 50 ILCS 510/.
- E. The District shall not preclude potential bidders from qualifying during the solicitation period.

Methods of Procurement 6

The District shall use one of the following methods of procurement:

The footnotes should be removed before the material is used.

5 2 C.F.R. §200.319.

6 2 C.F.R. §200.320.

- A. Procurement by micro-purchases. Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold of \$10,000, as may be amended from time to time.⁷ To the extent practicable, the District shall distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the Board considers the price to be reasonable. **Note:** See 105 ILCS 5/10-20.21 and policy 4:60, *Purchases and Contracts*.
- B. Procurement by small purchase procedures. Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the Simplified Acquisition Threshold of \$250,000, as may be amended from time to time⁸. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
- C. Procurement by sealed bids (formal advertising). Bids are publicly solicited and a firm fixed price contract⁹ (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. **Note:** 105 ILCS 5/10-20.21 requires “lowest responsible bidder.” The sealed bid method is the preferred method for procuring construction, if the conditions in 2 C.F.R. §200.320(c)(1) apply. If sealed bids are used, the requirements in 2 C.F.R. §200.320(c)(2) apply. **Note:** 105 ILCS 5/10-20.21 requires sealed bids.
- D. Procurement by competitive proposals. The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the requirements in 2 C.F.R. §200.320(d) apply. **Note:** 105 ILCS 5/10-20.21 requires sealed bids.
- E. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the circumstances in §200.320(f) apply. **Note:** 50 ILCS 510/ may conflict with this regulation.

Procurement of Recovered Materials ¹⁰

When the District procures items designated by the Environmental Protection Agency (EPA) as capable of being produced with recovered materials¹¹, and the purchase of the items exceeds \$10,000 or the quantity of the items (or functionally equivalent items) purchased in the preceding fiscal year exceeded \$10,000, the District shall:

- A. Ensure the items contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition. The decision not to procure such items must be based on a determination that the items: (1) are not reasonably available within a reasonable period of time, (2) fail to meet the performance standards in the applicable specifications, or (3) are only available at an unreasonable price. ¹²
- B. Procure solid waste management services in a manner that maximizes energy and resource recovery.

The footnotes should be removed before the material is used.

⁷ The *micro-purchase threshold* is set by the Federal Acquisition Regulation (FAR) at 48 C.F.R. Subpart 2.1 (Definitions) and is periodically adjusted for inflation. 2 C.F.R. §200.67. The federal government’s Office of Management and Budget (OMB) issued a memo increasing the micro-purchase threshold to \$10,000, pursuant to the National Defense Authorization Act FY 2018 (Pub. L. No. 115-91), pending amendments to the FAR. OMB Memorandum 18-18 (6-20-18), at: www.whitehouse.gov/wp-content/uploads/2018/06/M-18-18.pdf.

⁸ *Simplified acquisition threshold* means the dollar amount below which a non-federal entity may purchase property or services using small purchase methods. Non-federal entities adopt small purchase procedures in order to expedite the purchase of items costing less than the simplified acquisition threshold. The simplified acquisition threshold is set by the Federal Acquisition Regulation (FAR) at 48 CFR Subpart 2.1 (Definitions) and in accordance with 41 U.S.C. §1908 and is periodically adjusted for inflation. (Also see definition of §200.67 Micro-purchase.) 2 C.F.R. §200.88. The OMB issued a memo increasing the simplified acquisition threshold to \$250,000, pursuant to the National Defense Authorization Act FY 2018 (Pub. L. No. 115-91), pending amendments to the FAR. OMB Memorandum 18-18 (6-20-18), at: www.whitehouse.gov/wp-content/uploads/2018/06/M-18-18.pdf.

⁹ *Contract* means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term as used in this part does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward (see §200.92 Subaward). 2 C.F.R. §200.22.

¹⁰ 42 U.S.C. §6962; 2 C.F.R. §200.322.

¹¹ 40 C.F.R. Part 247. For recommendations that the EPA has developed for recovered (recycled) content and for its list of designated products, see: www.epa.gov/smm/comprehensive-procurement-guideline-cpg-program, which was developed as part of the EPA’s Comprehensive Procurement Guideline (CPG) Program.

¹² 42 U.S.C. §6962(c)(1).

- C. Establish an affirmative procurement program for procurement of recovered materials identified in EPA guidelines. The program must contain the following elements: ¹³
1. Preference program for purchasing the designated items;
 2. Promotion program;
 3. Procedures for obtaining estimates and certifications of recovered materials content and for verifying the estimates and certifications; and
 4. Annual review and monitoring of the effectiveness of the program.

Contracting with Small and Minority Businesses, Women’s Business Enterprises, and Labor Surplus Area Firms
¹⁴

The District shall take all necessary affirmative steps to assure that minority businesses, women’s business enterprises, and labor surplus area firms are used when possible. Affirmative steps shall include:

- A. Placing qualified small and minority businesses and women’s business enterprises on solicitation lists;
- B. Assuring that small and minority businesses, and women’s business enterprises are solicited whenever they are potential sources;
- C. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women’s business enterprises;
- D. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women’s business enterprises;
- E. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Dept. of Commerce; and
- F. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (A) through (E) of this section.

Contract Cost and Price ¹⁵

- A. The District shall perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the non-federal entity must make independent estimates before receiving bids or proposals.
- B. The District shall negotiate profit as a separate element of the price for each contract in which there is no price competition and in all cases where cost analysis is performed. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor’s investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.
- C. Costs or prices based on estimated costs for contracts under the federal award are allowable only to the extent that costs incurred or cost estimates included in negotiated prices would be allowable for the District under Subpart E, Cost Principles, of 2 C.F.R. Part 200.
- D. The cost plus a percentage of cost and percentage of construction cost methods of contracting shall not be used.

Federal Awarding Agency or Pass-Through Entity Review ¹⁶

The District shall make available, upon request of the federal awarding agency¹⁷ or pass-through entity¹⁸ (ISBE):

The footnotes should be removed before the material is used.

¹³ 40 C.F.R. §247.6. For a summary of the requirements of an Affirmative Procurement Program, see: www.epa.gov/smm/summary-affirmative-procurement-program.

¹⁴ 2 C.F.R. §200.321. See also the Business Enterprise for Minorities, Females, and Persons with Disabilities Act, 30 ILCS 575/.

¹⁵ 2 C.F.R. §200.323.

¹⁶ 2 C.F.R. §200.324.

¹⁷ Federal awarding agency means the federal agency that provides a federal award directly to a non-federal entity. 2 C.F.R. §200.37.

¹⁸ Pass-through entity means a non-federal entity that provides a subaward to a subrecipient to carry out part of a federal program. 2 C.F.R. §200.74.

- A. Technical specifications on proposed procurements where the federal awarding agency or pass-through entity believes such review is needed to ensure that the item or service specified is the one being proposed for acquisition; and
- B. Procurement documents (such as requests for proposals or invitations for bids, or independent cost estimates) for pre-procurement review when one or more of the circumstances in §200.324(b) apply.

Bonding Requirements ¹⁹

- A. For construction or facility improvement contracts or sub contracts exceeding the Simplified Acquisition Threshold²⁰, the federal awarding agency or pass-through entity may accept the bonding policy and requirements of the District provided that the federal awarding agency or pass-through entity has made a determination that the federal interest is adequately protected.
- B. If such a determination has not been made, the minimum requirements shall be as follows:
 - 1. A bid guarantee from each bidder equivalent to five percent of the bid price. The *bid guarantee* must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.
 - 2. A performance bond on the part of the contractor²¹ for 100 percent of the contract²² price. A *performance bond* is one executed in connection with a contract to secure fulfillment of all the contractor's obligations²³ under such contract.
 - 3. A payment bond on the part of the contractor for 100 percent of the contract price. A *payment bond* is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

Contract Provisions ²⁴

The District's contracts shall contain the applicable provisions described in Appendix II to 2 C.F.R. Part 200, *Contract Provisions for non-Federal Entity Contracts Under Federal Awards*.

Reviewed:
Adopted:
Revision Adopted:

The footnotes should be removed before the material is used.

¹⁹ 2 C.F.R. §200.325.

²⁰ See f/n 8, above.

²¹ *Contractor* means an entity that receives a contract as defined in §200.22 Contract. 2 C.F.R. §200.23.

²² *Contract* means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term as used in this part does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward (see §200.92 Subaward). 2 C.F.R. §200.22.

²³ When used in connection with a non-federal entity's utilization of funds under a federal award, *obligations* means orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-federal entity during the same or a future period. 2 C.F.R. §200.71.

²⁴ 2 C.F.R. §200.326.

General Personnel

Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the employee, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event. The District is not responsible for losses due to an employee's own negligence, losses due to normal wear, or losses due to theft, unless the theft was a result of the District's negligence. Employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense advancements, reimbursements, or purchase orders that show the following:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and title of the employee who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement, reimbursement, or purchase order will be or was expended.
4. The nature of the official business conducted when the expense advancement, reimbursement, or purchase order will be or was expended.

Advancements

The Superintendent may advance expenses to teachers and other licensed employees for the anticipated actual and necessary expenses to be incurred while attending meetings that are related to their duties and will contribute to their professional development, provided they fall below the maximum allowed in the Board's expense regulations.

Expense advancement requests must be submitted to the Superintendent or designee on the District's standardized estimated expense approval form for employees. After spending expense advancements, employees must use the District's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. Any portion of an expense advancement not used must be returned to the District. Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursements and purchase orders may be issued by the Superintendent or designee to employees, along with other expenses necessary for the performance of their duties, provided the expenses fall below the maximum allowed in the Board's expense regulations.

Expense reimbursements and purchase order approvals are not guaranteed and, when possible, employees should seek pre-approval of expenses by providing an estimation of expenses on the District's standardized estimated expense approval form for employees, except in situations when the expense is diminutive. When pre-approval is not sought, employees must seek reimbursement on the District's standardized expense reimbursement form for employees. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Use of Credit and Procurement Cards

Credit and procurement card usage is governed by policy 4:55, *Use of Credit and Procurement Cards*.

Exceeding the Maximum Allowable Expense Amount(s)

All requests for expense advancements, reimbursements, and purchase orders exceeding the maximum allowed in the Board's expense regulations may only be approved when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Registration

When possible, registration fees will be paid by the District in advance.

Travel

The least expensive method of travel will be used, provided that no hardship will be caused to the employee. Employees will be reimbursed for:

1. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form.
2. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
3. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
5. Taxis, airport limousines, ride sharing services or other local transportation costs.

Meals

Meals charged to the District should represent mid-fare selections for the hotel/meeting facility or general area. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.

Lodging

Employees should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Employees should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.

Miscellaneous Expenses

Employees may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants

All grant-related travel expenses must be pre-approved by the Superintendent or designee.

Expenses for travel, including expenses for transportation, lodging, meals, and related items incurred by employees and charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must also meet the following requirements:

1. The participation of the employee is necessary to the award, and the costs are specifically related to the award.

2. Expenses must be permissible under the terms and conditions of the award.
 3. Expenses must be reasonable and consistent with this policy.
 4. The Board does not reimburse actual expenses or pay a per diem allowance unless the employee is on official *travel status*²⁶ for more than 12 hours.²⁷ However, employees remain eligible for mileage reimbursement (minus regular commuting mileage/costs) and other transportation expenses if on travel status less than 12 hours.
 5. Expenses may be charged based on an actual cost basis or on a per diem basis in lieu of actual costs incurred; however, only one method may be applied per trip.
 6. Commercial airfare costs in excess of the least expensive coach or economy class are prohibited except when such accommodations would: (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset transportation savings; or (5) offer accommodations not reasonably adequate for the traveler's medical needs. Qualifying circumstances must be explained on the expense form, and Board approval of the additional expense is required. \
 7. Per diem rates and actual reimbursement amounts for mileage, meals, and lodging may not exceed the rates established by the Governor's Travel Control Board or federal travel regulations, whichever is less. These limits do not apply when: (1) an employee stays in the lowest-priced room available at or near a hotel where a conference or seminar is located or in accommodations arranged by the conference/seminar organization, or (2) lodging at or below the established rate is unavailable. In those cases, the employee will be reimbursed for actual lodging expenses with prior approval, but in no case will the reimbursement exceed 300% of the applicable maximum per diem rate. If a conference fee includes a meal, the meal or per diem allowance will be reduced by the actual value of the meal or the applicable meal allowance, whichever is less.
 8. Employees must use the least expensive compact car available when using a rental car for travel, unless an exception is approved. The Board does not reimburse employees for collision damage waiver or theft insurance.
- The Board will reimburse travel expenses not chargeable to an award from other District funds consistent with this policy

LEGAL REF.: 2 C.F.R. §200.474.
30 ILCS 708/130, Grant Accountability and Transparency Act.
50 ILCS 150/, Local Government Travel Expense Control Act.
105 ILCS 5/10-22.32.
820 ILCS 115/9.5, III. Wage Payment and Collection Act.

~~Local Government Travel Expense Control Act, 50 ILCS 150/.~~

CROSS REF.: 2:125 (Board Member Compensation; Expenses), 2:240 (Board Policy Development),
4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards)

Reviewed: May 17, 2004, March 24, 2014, November 21, 2016

Adopted: August 23, 2004

Revisions Adopted: August 2, 2010, April 14, 2014, December 5, 2016

General Personnel

Administrative Procedure - Federal and State Grant Travel Expense Procedures

Employees must follow these procedures, **in addition to** the requirements of the Board policy 5:60, *Expenses* subhead entitled **Additional Requirements for Travel Expenses Charged to Federal and State Grants**, when their travel expenses are charged to federal grants and State grants governed by the Grant Accountability and Transparency Act (GATA). ¹

Use of Expense Forms

Employees will submit their estimated travel expenses using 5:60-E2, *Employee Estimated Expense Approval Form*, in advance of travel and 5:60-E1, *Employee Expense Reimbursement Form*, following completion of travel. When travel expenses will be charged in part to grant funds and in part to non-grant District funds because certain expenses exceed those permitted to be charged to a grant by policy 5:60, *Expenses*, and/or these procedures, the Superintendent or designee notes that fact and the amount to be charged to each funding source in the “Comments” field on 5:60-E1, *Employee Expense Reimbursement Form*, and/or the “Comments” field on 5:60-E2, *Employee Estimated Expense Approval Form*, as applicable.

Lodging – General

1. Employees are not eligible for actual reimbursement of lodging expenses unless they are on official *travel status* for more than 12 hours. Travel status begins when the employee leaves his or her work location or, if reporting directly to a destination, from his or her residence or other location. It ends when the employee returns to his or her work location or, if reporting directly from the original destination, to the employee’s residence or other location at the completion of the authorized travel. See 80 Ill.Admin.Code §3000.140.
2. Employees must first contact any preferred hotel vendors of the District.
3. It is the employee’s responsibility to request the lowest available lodging rate the time of making a reservation. However, if the employee requires special lodging consideration due to a disability the employee may be reimbursed the actual cost of the least costly lodging that is substantially accessible. Employees should always inquire if a hotel offers a discounted rate for local government employees, including public school district employees. If applicable, employees should be prepared to show their school identification to prove school district employment when checking-in.
4. Employees should make hotel reservations as far in advance as possible. Employees need to be aware of hotel cancellation policies. In busier times, cancellation policies will sometimes require the traveler to cancel 72 hours in advance or be charged for the room. If an employee must cancel a reservation, the employee needs to cancel before the deadline, if at all possible. Employees making reservations for several nights in a row need to be aware of hotel early check-out policies. Some hotels charge an early check-out fee if a guest checks out prior to their scheduled departure date.
5. Employees must carefully review the bill upon check-out to ensure that the room charge reflects the appropriate rate and that no unauthorized charges have been added. For example, some hotels will automatically add a security charge or phone usage charge to a bill. If these services are not used, the charges should be removed before checking-out. Energy surcharge and lodging resort fees will be reimbursed if not optional.
6. If direct billing, employees must ensure that all personal or incidental charges are paid when checking-out, i.e., pay movies, personal phone calls, etc.
7. Employees must obtain a copy of the hotel bill to attach to 5:60-E1, *Employee Expense Reimbursement Form*.
8. If traveling by car, an employee needs to inquire regarding self-parking options to minimize parking expenses.

The footnotes should be removed before the material is used.

¹ 2 C.F.R. §§200.318-200.326; 30 ILCS 708/, Grant Accountability and Transparency Act (GATA). GATA adopts the federal uniform guidance for all grants, unless the Office of the Governor grants an exception. 30 ILCS 708/55; 44 Ill.Admin.Code §7000.60. For information about the scope of GATA as it pertains to grants administered by the Ill. State Board of Education, see www.isbe.net/gata.

Lodging – Excessive Lodging Requests

When lodging at or below the State or federal rate for a particular location is unavailable, employees must:

1. Document on 5:60-E2, *Employee Estimated Expense Approval Form*, that lodging at the scheduled rate for the location is unavailable.
2. Attach documentation to 5:60-E2, *Employee Estimated Expense Approval Form*, showing that a minimum of three budget to mid-fare hotels were contacted (where available). If there are less than three hotels available in a location to contact, the employee must document that fact on the form. The employee must inquire if the hotels will honor the government rate when obtaining quotes. If the District has any preferred hotels at the location, the employee must contact those hotels first.
3. Submit all excessive lodging requests to the Superintendent or designee for pre-approval. The Superintendent or designee will place a note in the “Comments” field on 5:60-E2, *Employee Estimated Expense Approval Form*, to reflect approval of an excessive lodging amount.

Note: An excessive lodging request is not required if an employee stays in accommodations arranged by a conference/seminar organization or in the lowest-priced room available at or near a hotel where a conference or seminar is located.

Meals

Per diem rates and actual reimbursement amounts for meals may not exceed the rates established by the Governor’s Travel Control Board or federal travel regulations, whichever is less. To determine the lesser amount, compare the State rates with the federal per diem rates. Historically, the State meal allowances have been lower than the federal meal allowances. State rates are available at: www2.illinois.gov/cms/employees/travel/pages/travelreimbursement.aspx. Federal rates are available at: www.gsa.gov/travel/plan-book/per-diem-rates.

Airfare

When booking airfare, employees:

1. May not book airfare and lodging as a package through third party vendors. When booked as a package, third party vendors do not provide a detailed receipt which causes an issue verifying that the lodging rates are within the proper guidelines.
2. Should always know the restrictions and potential penalties applicable to the fare in case cancellation or change is necessary, regardless of how an airline ticket is booked.

Ride Sharing Services

When using a ride sharing service such as Uber and Lyft, employees must use the lowest cost service the ride sharing service offers such as “UberX” and “Lyft Standard.” Employees will not be reimbursed for premium services offered by ride share companies such as “Uber XL,” “UberSELECT,” “UberBLACK,” “UberSUV,” “UberLUX,” or “LyftPlus.” Employees need to be aware that ride sharing services may charge users more during times of high demand. Ride sharing services typically let riders know in advance when prime time or surge pricing is in effect. Rides obtained during these higher cost periods are not reimbursable.

Reviewed:

Adopted:

Revision Adopted:

General Personnel

Exhibit - Employee Expense Reimbursement Form

Submit to the Superintendent. Use of this form is required by 2:125-E3, Resolution to Regulate Expense Reimbursements. Please print and attach receipts for all expenditures.

Name: _____ Title/Office: _____

Destination: _____ Purpose: _____

Departure Date: _____ Return Date: _____

Receipts attached Request Date: _____

Estimated expenses attached (Completed 5:60-E2, Employee Estimated Expense Approval Form)(pre-approval is required for federal and state grants).

Approved expense advancement (voucher) attached, if applicable* (Completed 5:60-E2, Employee Estimated Expense Approval Form.)

Actual Expense Report										
*Employees will be reimbursed for actual and necessary expenses that exceed the amount advanced, but must refund any expense advancement that exceeds the actual and necessary expenses incurred. 105 ILCS 5/10-22.32. For federal and State grants, employees will be reimbursed for actual and necessary expenses that exceed estimated expenses as permitted by Board policy 5:60, Expenses.										
Auto Travel Allowance: _____ per mile										
Date	Auto Mileage		Transp. Expenses	Lodging	Meals or Per Diem			Other Item	Cost	Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner			
Subtotal										
Advances										
TOTAL (A negative amount indicates refund due from employee.)									\$	

Superintendent or Designee:
(below maximum allowable amount)

- Approved** **Denied**
 Approved in Part
 Grant Funding Source (if applicable):

Superintendent or Designee Signature

Date

Comments: _____

School Board Action (exceeds maximum allowable amount):

- Approved** **Denied**
 Approved in Part
 Grant Funding Source (if applicable):

Employee Signature

Date

General Personnel

Exhibit - Employee Estimated Expense Approval Form

Submit to the Superintendent. Use of this form is required (1) by 2:125-E3, Resolution to Regulate Expense Reimbursements and (2) for pre-approval of expenses to be charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act. Please print.

Name: _____ Title/Office: _____

Travel Destination: _____ Purpose: _____

- Estimated Expenses Approval Requested** (50 ILCS 150/20 or grant expenditure)
- Travel is grant-related*** (specify grant): _____
- Purchase Order Requested** Purchase Order #: _____
- Expense Advancement Voucher Requested** (105 ILCS 5/10-22.32) Voucher Amount: _____

Estimated Expense Report										
Departure date: _____					Return date: _____					
Auto Travel Allowance: _____ per mile										
<i>*Grant-related travel only: Except for mileage and other transportation expenses, expense reimbursement/per diem is only allowed if on official travel status for 12 hours or more. If lodging at or below the applicable rate cannot be identified, please indicate below and attach at least three quotes for review.</i>										
Date	Auto Mileage		Transp. Expenses	Lodging	Meals or Per Diem			Other		Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner	Item	Cost	
Total										\$

Superintendent or Designee

(below maximum allowable amount):

- Approved** **Denied**
- Approved in Part**
- Grant Funding Source** (if applicable): _____

Superintendent or Designee Signature

Date

Comments: _____

School Board Action *(exceeds maximum allowable amount):*

- Approved** **Denied**
- Approved in Part**
- Grant Funding Source** (if applicable): _____

Employee Signature

Date

School Board

School Board Attorney

The School Board may ~~enter into agreements for~~ retain legal services with one or more attorneys of law firms to be the Board Attorney(s). The Board Attorney represents the School Board in its capacity as the governing body for the School District. ~~The Board Attorney shall not represent another client if the representation involves a concurrent conflict of interest, unless permitted by the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.~~

~~The Board~~ The school attorneys serves on a fee arrangement as the School Board and attorney determine or as memorialized by an engagement letter. ~~The District will only pay for legal services that are provided in accordance with the agreement for legal services, as memorialized by an engagement letter, or that are otherwise authorized by this policy or a majority of the Board.~~

The attorneys will:

1. Serve as counselor to the ~~School~~ Board and attend Board meetings when requested by the Superintendent or Board President;
2. Represent the District in any legal matter as requested by the ~~School~~ Board;
3. Provide written opinions on legal questions as requested by the Superintendent or Board President;
4. Approve, prepare, or supervise the preparation of legal documents and instruments and perform such other legal duties as the School Board may request; and
5. Be available for telephone consultation.

The Superintendent, his or her designee, and Board President, are each authorized to confer with and/or seek legal advice of the Board Attorney. The Board may also authorize a specific Board member to confer with the Board Attorney ~~legal counsel~~ on its behalf.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to be informed of and/or consider the matter.

The ~~School~~ Board shall retain the right to consult with or employ attorneys ~~on matters of special concern~~ and to terminate the service of any attorney.

LEGAL REF: _____ Rule 1.7 (Conflict of Interest: Current Clients) and Rule 1.13 (Organization as Client) of the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.

CROSS REF: 4:60 Purchases and Contract

Reviewed: _____ October 20, 2003; January 18, 2011, October 26, 2015

Adopted: _____ November 17, 2003

Revision Adopted: _____ February 7, 201, November 9, 2015

School Board

Exhibit - Checklist for Selecting a Board Attorney

The School Board selects and retains the Board Attorney(s). The Board may use this checklist for guidance when it selects and retains attorney(s) and/or law firms for legal services. This checklist is designed for the Board to use a request for proposal (RFP) process to seek outside attorneys/law firms. The Board may also select an attorney without using an RFP process and adapt this checklist. The Board may also adapt this checklist and use it for an application process, if the Board seeks an in-house attorney. For more information, call the IASB Office of General Counsel; see its current phone numbers at www.iasb.com/about-us/staff/#office-general-counsel.

Determine what type of legal services the District needs.

1. Review Board policy 2:160, *Board Attorney*. **Note:** Critically analyze whether the District's legal needs are best served by in-house attorney(s) or outside attorney(s)/law firms. Many districts use a combination of these services. Many districts also use multiple attorney(s)/law firms for their specialties, e.g., different law firms for bond counsel, special education, or labor law. Some boards also approve a panel of attorneys and allow the administration to choose which attorney to use.
2. Consider the following factors to analyze the type(s) of legal services needed for the District including, but are not limited to:
 - District's size;
 - Any past and current experiences with legal matters;
 - Complexity of the District's legal needs;
 - Availability of expertise; and
 - Cost of outside fees compared to internal staff expenses for an in-house arrangement.

Develop a list of qualifications necessary for providing quality legal services to the District.

1. Review policy 4:60, *Purchases and Contracts*. **Note:** While State law exempts hiring an attorney from bidding requirements (105 ILCS 10-20.21(a)), the Board may want to review its procurement processes and align procurement for legal services to its non-bidding-related standards for purchases, e.g., avoiding favoritism, staying within the District's budget, etc.
2. Develop the list of qualifications. The major qualifications include, but are not limited to:
 - Licensed to practice law in Illinois and in good standing with the Ill. Attorney Registration and Disciplinary Commission (ARDC) (see checklist item *Conduct a reference check and other background investigations*, below)
 - Member of the District's assigned United States district court and the Seventh Circuit Court of Appeals

- Substantive knowledge and experience in the legal areas matching District’s needs, e.g., bidding, civil rights, collective bargaining, education reform, employment law, Freedom of Information Act, Open Meetings Act, other records laws, special education, student rights, etc. **Note:** This list of knowledge and experience must be created by the District’s identified needs and may change from time to time.
- Experience in all aspects of contract, employment, and school law
- Experience that meets the District’s needs, including litigation experience in State and federal courts
- Membership in professional associations, such as, the Ill. Council of School Attorneys (ICSA) and education law sections of bar associations, etc.
- Demonstrated knowledge of and ability to apply professional responsibility rules
- Accessibility for the District’s identified needs, e.g., evening Board meetings, phone calls, etc.
- Ability to declare that representation of the District will be to the exclusion of all other clients having potential conflicts with the District’s interests
- When additional qualifications apply, list those qualifications for providing legal services. This may include specialties such as bond counsel, etc.

Develop the RFP.

1. Insert the list of qualifications that the Board developed.
2. Include the following information:
 - The deadline for responses to be submitted
 - The location (address or email) where responses should be sent
 - A statement that the Board is soliciting proposals from qualified lawyers and law firms to provide legal services to the School District
 - Significant information about the District (see policy 1:30, *School District Philosophy*, for the District’s mission statement that is specific to the community’s goals)
 - The scope of work, e.g., “The Board Attorney will provide legal advice concerning *[typical duties, specific duties, excluded duties]*.”
 - Qualifications
 - Details about interviews and presentations
3. Specify what responders must include in their responses, such as the following:
 - Cover letter, complete name, address, and legal structure (if the responder is a law firm)
 - The individuals who prepared the response, including their titles

- If different from above, the identity of and directory information for the individuals who have authority to answer questions regarding the submitted proposal
- A proposed fee schedule, e.g., “Respondents may combine set fees and hourly fees. If hourly fees are proposed, please provide the minimum time increment for billing purposes. If a retainer agreement is proposed, please specifically describe options.”
- A summary of the responder’s relevant experience representing public schools
- A writing sample
- An assurance that the responder meets the RFP’s qualifications
- References including current or past clients

Announce the RFP.

1. Title the announcement. **Note:** How and where the RFP is announced are at the Board’s sole discretion. The Board may want to announce the RFP during an open meeting, post it on the District’s website, mail or email it to local law firms, and/or place it in the local newspaper(s) or other legal publications. A directory of those lawyers belonging to the ICSA is on the IASB website, www.iasb.com. A printed copy is available upon request. Inclusion in the directory does not represent an IASB endorsement. Some attorneys who practice school law do not belong to ICSA. Other online sources, such as the Ill. State Bar Association, also maintain directories of information about attorneys. The Board may want to title the announcement “The [*Insert District’s name*] School Board Requests Proposals to Provide Legal Services.”
2. Announce that the Board seeks an attorney or law firm to serve as its Board Attorney.
3. Inform the reader that the attorney or law firm selected will serve either *at will* or from the date of appointment to [*date*]. The length of the appointment is at the Board’s discretion.
4. State the School District’s philosophy or mission statement.
5. Insert the RFP location and contact information with the beginning date and time.
6. Tell prospective responders that completed RFPs must be returned by [*certain time and date*] to [*name and title of person receiving applications*].

Receive and manage responses to the RFP.

1. Review policy 2:110, *Qualifications, Term, and Duties of Board Officers*. The Board President is a logical officer to accept the applications, but this task may be delegated to the Secretary or Superintendent’s secretary if the Board determines that it is more convenient. Who accepts applications is at the Board’s sole discretion and should be decided by the Board prior to posting the RFP announcement.
2. The Board will discuss, at an open meeting, its process to review the applications and who will contact RFP responders for an interview.
3. The designated person will contact RFP responders for interviews.

Develop interview questions if the Board interviews attorneys or law firms.

1. Interview questions are at the Board’s discretion.

2. A prospective attorney or law firm to fill the Board Attorney position may raise other specific issues that the Board will want to cover during an interview.
3. The following non-exhaustive list of interview questions may help the Board tailor its questions toward finding an attorney or law firm with an approach to the role of the Board Attorney that the Board desires:
 - What do you see as your role as Board Attorney?
 - How many other school districts do you currently represent?
 - What kind of legal services do you provide to your school clients? Please explain how your other experience is relevant to this position.
 - How many years of experience does your firm (or, the attorney) have? How long have you been practicing law? How long have you been representing school districts?
 - What methods will you use to ensure all members of the Board, which is your client, remain informed? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
 - How would you manage a situation in which the Board feels strongly about its position but you believe that position is not legally supportable? The *Ill. Rules of Professional Conduct*, at www.illinoiscourts.gov/supremecourt/rules/art_viii/default_new.asp, require attorneys to represent the Board in its capacity as the governing body for the District. The responders should be discussing these rules, specifically Rule 1.7 (Conflict of Interest: Current Clients) and Rule 1.13 (Organization as Client), among others, in their answers to this question. See also, **PRESS** policy 2:160, *Board Attorney*.
 - How would you manage a situation in which the Board's interest may be or become adverse to one or more of its members? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
 - How would you manage a situation in which the Board and Superintendent are in conflict? How about a divided Board? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
 - If the Board did something that you had advised against, could you still defend the Board's action? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
 - Will you try to shape Board decisions or do you have a *whatever the Board decides philosophy*? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
 - Do you give clients specific recommendations or do you advise them of the available options and let the client decide? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
 - Do you provide your school Board clients with any updating services gratis?
 - How do you keep your Board clients apprised of litigation and other legal matters you are handling for them?

- Will you be handling this business personally, i.e., will you delegate to your associates or partners?
- Can anyone else in your firm handle our inquiries when you are unavailable?
- How do you keep current on school law?
- When do you tell your school clients to contact you regarding a matter with possible legal repercussions?
- Have you represented a school district in a matter involving the rights of disabled students? ...involving disabled employees? ... involving a student expulsion? ... involving a teacher dismissal? ... involving an employee's contract or dismissal? ... involving a building contract or bidding matter? ... Can you tell us about that case?
- How do you bill? How are you to be paid? Please explain your rates and/or fees. The subject of billing should cover whether the attorney or law firm prepares a budget for representation and its method for billing in detail, including the date and time, what work was performed, and who worked on the project, along with expenses.
- Did you bring a written agreement for legal services, engagement letter, or a retainer agreement? If yes, please review it for us now. If not, please explain the options for a written agreement for legal services, engagement letter, or a retainer agreement.

Develop an interview protocol. Interviews may occur in closed session pursuant to 5 ILCS 120/2(c)(1).

1. The Board President will lead the Board as it interviews responders to its RFP. See 105 ILCS 5/10-13 stating that the Board President presides at all meetings and policy 2:110, *Qualifications, Term, and Duties of Board Officers*.
2. The Board may also want to consider allowing an equal amount of time for each interview.
3. Discuss the following items with each responder during the interview:
 - Introduce Board members to the responder
 - Describe the Board's interview process, selection process, and ask the responder if he or she has questions about the Board's process for selecting its attorney
 - Describe the District's philosophy or mission statement
 - Describe the Board Attorney position by reviewing the RFP
 - Begin asking the interview questions (see *Develop interview questions*, above)
 - Ask the responder whether he or she has any questions for the Board
 - Thank the responder and inform him or her when the Board expects to make its decision and how the responder will be contacted regarding the Board's decision

Conduct a reference check and other background investigation(s).

1. The Board President may perform this check or direct the Superintendent to:
 - Check the ARDC's master roll of attorneys as "Authorized to Practice Law" (To do this, enter the attorney's name into the ARDC's registration and public disciplinary records database at: www.iardc.org/lawyersearch.asp.)
 - Click on the attorney's name to review whether any disciplinary actions are pending or resolved; current and prior actions will appear at the bottom of the screen
 - If disciplinary actions are listed, ask the attorney or law firm for more information
2. There are other online attorney review services available. These services may be overly subjective and/or the attorney may have control over the content in these services. Always check with the ARDC.
3. Call references provided by the responder.

 Enter into a written agreement or engagement letter with the selected attorney or law firm.

1. All *agreements for legal services* should be in writing. At minimum, the agreement should provide the fee arrangement and the scope of services. *Agreements for legal services* and individual billing statements from the Board Attorney are subject to disclosure pursuant to a Freedom of Information Act request (PAO 14-02).
2. Discuss the fee arrangements with the responder and decide:
 - Whether to enter into a fee arrangement and/or a retainer agreement (**Note:** Attorneys typically bill by a pre-determined percentage of the hour, e.g., in one-tenth of an hour increments. Many districts enter into a retainer agreement for legal services or an engagement letter that requires them to pay the attorney a pre-determined fee every month. In return, the attorney provides a pre-determined amount of legal services whenever the district needs him or her. Districts find this useful because (1) they can budget for legal expenses, (2) legal advice is available up to the pre-determined amount for lower fees, and (3) this arrangement often provides for an enhanced, long-term relationship with the attorney.)
 - The appropriate scope of services
3. Review the written contract or memorialized relationship (*agreement for legal services* or *engagement letter*) for these provisions:
 - Fee arrangement
 - Scope of services
 - Which attorneys will be providing legal services
 - A statement that the Board controls all legal decisions
 - A statement that the attorney and his or her law firm have no conflicts of interest or, if a conflict exists, that the Board understands the conflict and waives it

- Board’s right to terminate the services of the attorney and law firm at any time for any reason
4. Approve the *agreement for legal services or engagement letter* during an open Board meeting.
- Announce the appointment to District staff and community.**
1. The contents of the announcement and length of time it is displayed are at the Board’s sole discretion.
 2. The Board may want to consider announcing during an open meeting. See policy 8:10, *Connection with the Community*.
 3. The Board may want to include the following information in its announcement:
 - The Board appointed [attorney’s name or law firm name] as the Board Attorney
 - The appointment will begin on [date] for [length of time]
 - The Board previously established qualifications for the Board Attorney in a careful and thoughtful manner, e.g., “[Attorney or law firm’s name] meets these qualifications and has demonstrated the willingness to accept its duties and responsibilities. [Attorney or law firm’s name] brings a clear understanding of the demands and expectations of the Board Attorney position along with a constructive attitude toward the challenge.”

Reviewed: October 26, 2015

Adopted: November 9, 2015

Revision Adopted:

Instruction

Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities

In its continuing commitment to help school districts and special education cooperatives comply with Illinois State Board of Education (ISBE) requirements for procedures, the special education committee of the Ill. Council of School Attorneys (ICSA) prepared ~~model-sample~~ special education procedures. ISBE rules at 23 Ill. Admin. Code Part 226 contain the requirements for special education procedures that must be adopted by each school district and cooperative entity. The IASB/ICSA sample -model procedures ~~are approximately 90 pages and~~ are available on the IASB website: <http://iasb.com/law/icsasped.cfm>.

Reviewed: September 2, 2015

Adopted: February 01, 2010

Revisions Adopted:

Community Relations

Connection with the Community

Public Relations

The Board President is the official spokesperson for the School Board to the media. The Superintendent or designee is the District's chief spokesperson. The Superintendent or designee shall plan, implement, and evaluate a District program which will:

Inform internal and external stakeholders and encourage their involvement through accurate and consistent information that is aligned with District goals and priorities.

- Develop public-community understanding of school operation.
- Gather community attitudes and desires for the District.
- Secure adequate financial support for a sound education program.
- Help the community feel a more direct responsibility for the quality of education provided by their schools.
- Earn the community's good will, respect, and confidence.
- Promote a genuine spirit of cooperation between the school and the community.
- Keep the news media accurately informed.
- Coordinate with the District Safety Coordinator to provide accurate and timely information to the appropriate individuals during an emergency.
-

The public relations program should include:

- Regular news releases concerning District programs, policies, activities, and special event management for distribution by, for example, posting on the District website using social media platforms, e.g. Facebook, Twitter, etc., or sending news media.
- News conferences and interviews as requested or needed. The Board President and Superintendent will coordinate their respective media relations efforts. Individuals ~~shall~~ may not speak for the District ~~without~~ only with prior approval from the Superintendent or Board president.
- Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date, and
- ~~A website having a high quality of content and design, easily navigable by users and containing comprehensive information about District policies, programs, finance and activities.~~
- Other programs which highlight the District's programs and activities.

Community Engagement

Community engagement is a process that the Board uses to actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for the District's schools.

The Board, in consultation with the Superintendent, determines the purpose(s) and objective(s) of any community engagement initiative.

For each community engagement initiative:

1. ~~The~~ Board will
 - a. ~~e~~Commit to the determined purpose(s) and objective(s), and
 - b. ~~p~~Provide information about the expected nature of the public's involvement

2. ~~;~~ ~~The Superintendent or designee~~ will

- ~~a.~~ ~~Identify~~ the effective tools and tactics that will advance the Board's purpose(s) and objective(s).
 - ~~b.~~ ~~The Superintendent will:~~ ~~(1) at~~ At least annually, prepare a report ~~of each~~ for the community engagement initiative, and/or
 - ~~c.~~ ~~(2) p~~ Prepare a final report of ~~each~~ the community engagement initiative.
- The Board will periodically: (1) review whether its community engagement initiative(s) are achieving the identified purpose(s) and objective(s); (2) consider what, if any, modifications would improve effectiveness; and (3) determine whether to continue individual initiatives.

- CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers)

~~LEGAL REF.:~~ ~~23 Ill. Admin. Code § 1.210.~~

Reviewed: _____ December 13, 2004, November 14, 2011, January 25, 2016

Approved: _____ January 24, 2005

Revisions: _____ November 28, 2011, February 8, 2016

School Board

Administrative Procedure - Superintendent Committees

The Superintendent or designee creates Superintendent or administrative committees as deemed necessary, makes all appointments, and directs all activities. A Superintendent or administrative committees reports to the Superintendent or administrator who directs its activities. The Superintendent or designee should consult the Board Attorney (a) concerning whether any of these committees must comply with the Open Meetings Act (OMA), and/or (b) to receive guidance for ensuring that the meetings either comply with OMA requirements or do not trigger OMA. Unless otherwise indicated, the listed Superintendent or administrative committees are optional:

Communicable and Chronic Infectious Disease Program Task Force

This task force assists in the development and review of a chronic and infectious disease program consistent with the District's policies and State and federal laws and regulations, and reports directly to the Superintendent or designee. Appointments are made to the task force only if the Superintendent or designee determines that its input is desirable. See Board policies 5:40, *Communicable and Chronic Infectious Disease*; and 7:280, *Communicable and Chronic Infectious Disease*.

Task force members include the Superintendent or designee, school medical advisor, a school nurse, and representatives from the School Board, local health department, PTA, the professional staff, and other employee groups.

Communicable and Chronic Infectious Disease Review Team

This review team monitors those employees and students who have a communicable and chronic infectious disease, and:

1. Reviews individual medical case histories.
2. Recommends the most appropriate educational setting for a student, which may include temporary removal from and return to the regular educational setting.
3. Recommends the most appropriate work setting for an employee; this may include retention in his/her present position, transfer to another position, or temporarily excused from or returned to his/her work assignment.

Team members include the District's medical advisor, a school nurse, the Building Principal, and the Superintendent or designee.

The review team is guided by the Board's policies, Ill. Dept. of Public Health (IDPH) rules and regulations, and all other applicable State and federal laws. It reports directly to the Superintendent or designee. See also policies 5:40, *General Personnel—Communicable and Chronic Infectious Disease*; and 7:280, *Students—Communicable and Chronic Infectious Disease*. The review team consults the employee's or the student's personal physician and local health department officials before making any recommendations.

The Communicable and Chronic Infectious Disease Review Team respects the privacy rights of each employee and student and takes such precautions as may be necessary to secure confidentiality.

Food Allergy Management Committee

This committee develops and implements the District's Food Allergy Management Program and reports directly to the Superintendent or designee. It monitors the program for effectiveness and establishes a schedule for the Superintendent to report this information to the Board. See policy 7:285, *Food Allergy Management Program*, based upon the *ISBE/IDPH Guidelines* at: www.isbe.net/Documents/food_allergy_guidelines.pdf. See also the modifiable Microsoft® Word version of the *ISBE/IDPH Guidelines* at: www.isbe.net/Pages/Food-Allergy-Guidelines.aspx.

Committee members include District-level administrators, Building Principals, the District Safety Coordinator (see 4:170-AP1, *Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities*), District 504 Coordinator (see policy 6:120, *Education of Children with Disabilities*), staff members, parents/guardians, community members, and students.

Employee Substance Abuse Prevention Committee

~~The committee~~ The oversight of Employee Substance Abuse Prevention is embedded in the work of the the Staff Wellness Committee. In addition to required oversight of staff wellness, the committee will make recommendations regarding the issues of employee substance abuse and resulting employee conduct standards as appropriate and make recommendations to the Superintendent or Board as necessary. The committee is guided by Board policies, administrative procedures, and relevant State and federal statutes. See policies 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*, 5:120, *Employee Ethics; Conduct; and Conflict of Interest*, and administrative procedure 5:120-AP2, *Employee Conduct Standard*. Committee members include the Superintendent or designee and employee representatives from both professional and educational support personnel.

This committee makes recommendations directly to the Superintendent or designee regarding the issues of employee substance abuse and resulting employee conduct standards, and:

- ~~1. Cooperates with community and State agencies on substance abuse programs.~~
- ~~2. Gathers information about substance abuse and suggests methods to disseminate it to employees.~~
- ~~3. Develops a support network that encourages employees to self refer for treatment and suggests procedures for early identification and treatment.~~
- ~~4. Recommends procedures that would protect the privacy of employees while taking into consideration any directives from the Board to the Superintendent regarding the District's obligation to provide a safe environment and to ensure high quality performance, which may include but not be limited to:

 - ~~a. Securing training for designated district employees to educate them to identify symptoms of being impaired by or under the influence of substances prohibited by policy. For guidance about what impaired by or under the influence of means, see:

 - ~~i. Footnote discussions in numbers five and six in policy 5:50, *Drug and Alcohol Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*;~~
 - ~~ii. 625 ILCS 5/11-501.2 and 5/11-501.9, amended by P.A. 101-27 (chemical and other tests, validity, etc., a/k/a field sobriety tests);~~
 - ~~iii. 410 ILCS 705/10-50(d), added by P.A. 101-27 (an employer may consider an employee to be impaired or under the influence of cannabis if the employer has a *good faith belief* that an employee manifests specific articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position, including symptoms of the employee's speech, physical dexterity, agility, coordination, demeanor, irrational or unusual behavior, or negligence or carelessness in operating equipment or machinery; disregard for the safety of the employee or others, or involvement in any accident that results in serious damage to equipment or property; disruption of a production or manufacturing process; or carelessness that results in any injury to the employee or others) **Note:** Consult the Board Attorney about identifying cannabis use)); and~~
 - ~~iv. Professional development opportunities in the area, e.g., local law enforcement agencies may be a place to begin.~~~~
 - ~~b. Implementing a reasonable suspicion and/or drug testing program(s) to enhance the District's ability to identify and discipline employees suspected of being impaired by and/or under the influence of prohibited substances. **Note:** Consult the Board Attorney before implementing any drug testing~~~~

~~program(s) or disciplining employees based upon the results of these programs. Drug testing will likely assist the District with the challenges of identifying cannabis-related issues, but the science behind impairment identification and behavioral testing for cannabis impairment is new and emerging.~~

- ~~e. Addressing expectations for employees in positions of leadership who are perpetually *on call* due to the nature of their positions and responsibilities.~~
- ~~d. Holding licensed educators to a higher standard than non-licensed employees due to their professional code of conduct expectations.~~
- ~~e. Holding employees working directly with students to a higher standard than employees not working directly with students.~~
- ~~5. Recommends a method to explicitly inform employees of the consequences of violating the District's policy.~~
- ~~6. Recommends best practices for discipline of employees who are suspected of or violating the District's policy.~~

~~Committee members include the Superintendent or designee, the District's medical advisor/medical review officer, and employee representatives from both professional and educational support personnel.~~

Pandemic Planning Team

This team builds a strong relationship with the local health department and emergency medical agencies and uses their assistance to develop and implement a comprehensive pandemic influenza school action plan and build awareness of the final plan among staff, students, and community. See policy 4:180, *Pandemic Preparedness*, and procedure 4:180-AP1, *School Action Steps for Pandemic Influenza*.

Team members may include one or two Board members, administrators, and staff members. It reports directly to the Superintendent or designee.

Sex Equity Committee

This committee supports the District's efforts to eliminate sexual harassment by advising the Superintendent or designee on prevention, intervention, and education. Committee members may include community representatives, District administrators, teachers, and students. See policies 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Workplace Harassment Prohibited*; 7:10, *Equal Educational Opportunities*; and 7:20, *Harassment of Students Prohibited*.

School Violence Prevention Team/Threat Assessment Team (TAT)

This team builds awareness about and supports the development and implementation of the District's:

1. Targeted School Violence Prevention Program. See policy 4:190, *Targeted School Violence Prevention Program*, and procedure 4:190-AP1, *Targeted School Violence Prevention Program*. Including the implementation of the Alleged Incidents of Sexual Abuse; Investigations subhead of policy 5:90, Abused and Neglected Child Reporting. See policy 5:90, Abused and Neglected Child Reporting, and administrative procedure 5:90-AP, Coordination with Children's Advocacy Center.
2. Anti-bullying program, when and as appropriate. See policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and procedure 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*.

All Building Principals or their designees must be on this team. Other team members may include the District Safety Coordinator (see procedure 4:170-AP1, *Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities*), law enforcement representatives, Board Attorney,

District psychologist(s), mental health workers and/or social service agencies, faith leaders, community members, and students. It reports directly to the Superintendent or designee.

This committee is required if the District receives or desires to receive Title I funds. See policy 6:170, *Title I Programs*; procedure 6:170-AP1, E1, *District-Level Parent and Family Engagement Compact*; 20 U.S.C. §§6312(a)(1)(A), 6318(a)(2)(F). The committee supports the development and implementation of the District's Title I plan. Its activities may include, at the Superintendent or designee's directive:

1. Facilitating the active involvement of parents/guardians in their children's academic success by such activities as coordinating Title I parent-teacher conferences, providing information to help parents/guardians assist their children, coordinating volunteer or paid participation by parents/guardians in school activities, and establishing a process to respond to parents/guardians' inquiries and recommendations.
2. Distributing Title I informational materials.
3. Consulting regarding the District's Title I Plan.
4. Supporting the implementation of Board policy 6:170, *Title I Programs*.

Committee members include parents/guardians and family members of Title I children. It reports directly to the Superintendent or designee.

PERA (Performance Educational Reform Act) Joint Committee and the RIF (Reduction in Force) Joint Committee

Each committee listed below is required until its function has been fulfilled; each reports directly to the Superintendent or designee.

1. PERA joint committee. This mandatory committee develops a plan for incorporating data and indicators of student growth into the evaluation plan. The joint committee is "composed of equal representation selected by the district and its teachers, or where applicable, the exclusive bargaining representative of its teachers." 105 ILCS 5/24A-4(b). If, within 180 calendar days of the committee's first meeting, the committee does not reach an agreement on the plan, the District must implement ISBE's model evaluation plan with respect to the use of data and indicators on student growth. The amendment of an evaluation plan continues to be a mandatory subject of bargaining. This committee also agrees to the panel of qualified evaluators that reviews appeals of unsatisfactory performance ratings and determines the criteria for successful appeals. 105 ILCS 5/24A-5.5, added by P.A. 101-591.
2. RIF joint committee. This mandatory committee convenes annually to consider issues identified in the statute concerning the selection of teachers for layoff. 105 ILCS 5/24-12(c). On or before December 1 each year, the RIF joint committee must be established and must hold its first meeting. It is composed of individuals appointed by the Board and the teachers (or the exclusive bargaining representative of its teachers).

Concussion Oversight Team

The Concussion Oversight Team is required until its function has been fulfilled; it reports directly to the Superintendent or designee. State law requires the team to establish protocols for return-to-play and return-to-learn for students who have suffered a concussion or head injury during interscholastic athletic activities. See policy 7:305, *Student Athlete Concussions and Head Injuries*. 105 ILCS 5/22-80(d), amended by P.A. 100-309. The Board must appoint or approve a Concussion Oversight Team. Section 22-80(d) identifies who must be on each Concussion Oversight Team. A physician, to the extent possible, must be on the Team. If the school employs an athletic trainer and/or nurse, they must be on the Team to the extent practicable. The Team must include, at a minimum, one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the Team. Other licensed health care professionals may be appointed to serve on the Team. If it is not practicable for a physician, athletic trainer and/or nurse to be on the Team and

other licensed health care professionals are not appointed to serve on the Team, the Team may be composed of only one person who need not be a licensed healthcare professional; however, that individual may not be a coach.

Wellness Committee

The Wellness Committee includes at least one representative from each of the following groups: parents, students, representatives of the school food authority, teachers of physical education, school health professionals, a member of the Board school administrators, and members of the community. It reports directly to the Superintendent or designee. Individuals of this committee will participate in the development, implementation, periodic reviews, and updates of policy 6:50, *School Wellness*. 7 C.F.R. §210.31(d)(1).

Children's Advocacy Center Communication Committee

~~This committee supports the implementation of the Alleged Incidents of Sexual Abuse; Investigations subhead of policy 5:90, Abused and Neglected Child Reporting. It includes the District Nondiscrimination Coordinator, District Safety Coordinator, and at least one representative from each of the following groups: District level administrators, Building Principals, school personnel, and employees from the accredited Children's Advocacy Center (CAC) that serves the District. The CAC Communication Committee reports directly to the Superintendent or designee. See policy 5:90, Abused and Neglected Child Reporting, and administrative procedure 5:90 AP, Coordination with Children's Advocacy Center.~~

Reviewed: October 20, 2003; January 18, 2011, January 13, 2020

Adopted: November 17, 2003

Revision Adopted: February 7, 2011, January 27, 2020

General Personnel

Administrative Procedure - Coordination with Children's Advocacy Center

Children's Advocacy Centers (CACs) are child-focused, trauma-informed, facility-based programs that provide a multi-disciplinary, comprehensive response to child abuse. Illinois CACs are organized and operate under the Children's Advocacy Center Act. 55 ILCS 80/. CACs are accredited based on standards set by the National Children's Alliance. 55 ILCS 80/2.5. See www.nationalchildrensalliance.org/.

If the District is located within a county that is served by an accredited CAC, it must coordinate with the CAC to implement the Alleged Incidents of Sexual Abuse; Investigations subhead of Board policy 5:90, *Abused and Neglected Child Reporting*. 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-531. For a map of accredited CACs, and to identify a CAC that may serve the District, see www.childrensadvocacycentersofillinois.org/about/map. Use this procedure to coordinate with the District's local CAC.

Glossary of Terms

Alleged incident of sexual abuse - An incident of sexual abuse of a child (as defined in the Ill. Criminal Code of 2012, 720 ILCS 5/11-9.1A) that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred either: on school grounds during a school activity, outside of school grounds, or not during a school activity. 105 ILCS 5/22-85(b) (final citation pending), added by P.A. 101-531.

Alleged victim - A student who is alleged to be the victim of an alleged incident of sexual abuse.

Appropriate law enforcement agency - A law enforcement agency whose employees have been involved, in some capacity, with an investigation of a particular alleged incident of sexual abuse. 105 ILCS 5/22-85(b) (final citation pending), added by P.A. 101-531.

Child advocate - May be a school social worker, a school or equally-qualified psychologist, or a person in a position the Ill. State Board of Education (ISBE) has identified as an appropriate advocate for a student during a school's investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i) (final citation pending), added by P.A. 101-531.

Forensic interview - An interview between a trained forensic interviewer, as defined by National Children's Alliance standards, and a child in which the interviewer obtains information from children in an unbiased and fact finding manner that is developmentally appropriate and culturally sensitive to support accurate and fair decision making by the multidisciplinary team in the criminal justice and child protection systems. 55 ILCS 80/2.5.

School personnel - School employees, vendors, and volunteers.

Sexual Abuse and Sexual Assault - See Ill. Criminal Code of 2012 definitions at:

- 720 ILCS 5/11-9.1A. Permitting sexual abuse of a child.
- 720 ILCS 5/11-1.20. Criminal sexual assault.
- 720 ILCS 5/11-1.30. Aggravated criminal sexual assault.
- 720 ILCS 5/11-1.40. Predatory criminal sexual assault of a child.
- 720 ILCS 5/11-1.50. Criminal sexual abuse.
- 720 ILCS 5/11-1.60. Aggravated criminal sexual abuse.

Coordination with CAC

Actor	Action
ISBE	Identifies persons in positions who may be appropriate child advocates for students during a school's investigation into an alleged incident of sexual abuse. As of March 2020, ISBE has not identified any persons.

<p>Superintendent or designee</p>	<p>Convene a subcommittee of the Threat Assessment Team (TAT). (<i>See policy 4:190 Targeted School Violence Prevention Program.</i>) All relevant cases will be debriefed at the TAT meeting immediately following any reported cases. If needed, an emergency meeting of the TAT may be called and any additional/relevant staff members included.</p> <p>Employees from the accredited CAC that serves the District will be contacted and coordinated by local law enforcement.</p> <p>Informs the School Board of the Committee’s progress and needs by adding information items to the Board’s agendas as needed.</p> <p>Ensures that at least every two years, school personnel are trained to understand, provide information and referrals to, and address issues pertaining to students who are parents, expectant parents, or victims of domestic or sexual violence. Note: 105 ILCS 5/10-22.39(d) requires this training to be conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting students and must include training concerning each of the following:</p> <ol style="list-style-type: none"> 1. Communicating with and listening to student victims of domestic or sexual violence and expectant and parenting students. 2. Connecting student victims of domestic or sexual violence and expectant and parenting students to appropriate in-school services and other agencies, programs, and services as needed. 3. Implementing the school district's policies, procedures, and protocols with regard to such students, including confidentiality.
<p>School Personnel</p>	<p>Upon suspecting or receiving knowledge of an alleged incident of sexual abuse, shall perform each of the following (105 ILCS 5/22-85(c) (final citation pending), added by P.A. 101-531):</p> <ol style="list-style-type: none"> 1. Immediately report to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY). 2. Follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. 25 ILCS 5/7, amended by P.A. 101-583. The written report shall include, if known, each of the following: <ul style="list-style-type: none"> The name and address of the child, his or her parents/guardians, or other persons having custody; The child’s age; The child’s condition, including any evidence of previous injuries or disabilities; and Any other information that the reporter believes may be helpful to DCFS for its investigation. 3. Promptly notify the Superintendent or Building Principal that a report has been made.
<p>Superintendent or Building Principal</p>	<p>Immediately coordinates any necessary notifications to the student’s parents/guardians with DCFS, the applicable school resource officer (SRO), and/or local law enforcement.</p> <p>Notifies the District’s Nondiscrimination Coordinator of the reported alleged incident of sexual abuse.</p>

<p>DCFS and/or Appropriate Law Enforcement Agency</p>	<p>Determines whether to accept a reported alleged incident of sexual abuse for investigation. If a reported alleged incident is accepted, refers the matter to the CAC serving the District. 105 ILCS 5/22-85(d) (final citation pending), added by P.A. 101-531.</p> <p>Note: If neither DCFS nor law enforcement investigate the alleged incident of sexual abuse, the District can move forward with its own investigation without CAC involvement.</p>
<p>CAC</p>	<p>Coordinates the investigation of the alleged incident of sexual abuse in accordance with its existing multidisciplinary team protocol and National Children’s Alliance accreditation standards. 105 ILCS 5/22-85(e)(1) (final citation pending), added by P.A. 101-531.</p> <p>Facilitates communication between the DCFS/law enforcement multidisciplinary team investigating the alleged incident of sexual abuse and the District’s Nondiscrimination Coordinator. At a minimum:</p> <ol style="list-style-type: none"> 1. Ensures that all applicable parties have each other’s contact information; and 2. Shares the CAC’s protocol regarding the process of approving the viewing of a forensic interview by school personnel, and a contact person for questions regarding the protocol. <p>105 ILCS 5/22-85(e)(2) (final citation pending), added by P.A. 101-531.</p>
<p>Nondiscrimination Coordinator</p>	<p>Upon being notified of the reported alleged incident of sexual abuse by the Superintendent or Building Principal, shall:</p> <p>Open and conduct the District’s investigation into the alleged incident of sexual abuse in accordance with policy 7:20, <i>Harassment of Students Prohibited</i>.</p> <p>Schedule regular follow-up calls to the CAC to inquire whether DCFS/law enforcement has opened an investigation into the alleged incident of sexual abuse.</p> <p>If DCFS/law enforcement investigation is not opened, stops using this procedure and continues the District’s investigation in accordance with policy 7:20, <i>Harassment of Students Prohibited</i>.</p> <p>If DCFS/law enforcement investigation is opened, continues with the following steps.</p> <p>Notes the date DCFS/law enforcement opened its investigation and sets a reminder for 15 calendar days after it.</p> <p>Note: This time period is important because the CAC has 15 calendar days to conduct a forensic interview of the alleged victim. During this time, the District cannot interview the alleged victim regarding the alleged incident.</p> <p>While the child abuse and/or criminal investigations related to the alleged incident of sexual abuse are being conducted by DCFS/law enforcement, the Nondiscrimination Coordinator:</p> <p>Continues the District’s investigation, which may include interviewing the alleged witnesses and/or the alleged perpetrator.</p> <p>May request information from the alleged victim or his or her parent/guardian to ensure his or her safety and well-being at school during the investigations. 105 ILCS 5/22-85(f) (final citation pending), added by P.A. 101-531.</p> <p>Refrains from interviewing the alleged victim until after the CAC completes its forensic interview. 105 ILCS 5/22-85(f) (final citation pending), added by P.A. 101-531.</p> <p>Upon request, must inform DCFS/law enforcement investigators of any evidence it has gathered, as permitted by federal or State law. 105 ILCS 5/22-85(f) (final citation pending), added by P.A. 101-531.</p> <p>Note: Evidence gathered by the Nondiscrimination Coordinator during the District’s investigation may be confidential under the Illinois School Student Records Act (105 ILCS 10/) and the Family Rights and Educational Privacy Act (20 U.S.C. §1232g). Consult the</p>

	<p>Board Attorney regarding what disclosures, if any, are allowed in response to a request from DCFS and/or law enforcement and conditions that must be met prior to disclosure.</p> <p>Schedule regular follow-up calls with the CAC to inquire about the status of the forensic interview of the alleged victim.</p>
CAC	<p>Informs the Nondiscrimination Coordinator that:</p> <ol style="list-style-type: none"> 1. The forensic interview of the alleged victim is complete, and the electronic recording of the forensic interview may be viewed; or 2. The CAC determined a forensic interview will not be conducted. 105 ILCS 5/22-85(g), (h) (final citation pending), added by P.A. 101-531.
Nondiscrimination Coordinator	<p>If the electronic recording of the forensic interview of the alleged victim is available for viewing:</p> <ol style="list-style-type: none"> 1. Verifies the CAC has obtained informed consent from an alleged victim over the age of 13 or the alleged victim’s parent/guardian for school personnel to view the forensic interview (105 ILCS 5/22-85(h) (final citation pending), added by P.A. 101-531); and Note: Each CAC may have its own consent form. Contact your local CAC to confirm that it will obtain written consent from the alleged victim over the age of 13 or the alleged victim’s parent/guardian (if under the age of 13). 2. Views the electronic recording of the forensic interview. <p>If the CAC has not performed a forensic interview of the alleged victim within 15 calendar days after DCFS/law enforcement opens an investigation, notifies the CAC that the District intends to interview the alleged victim.</p>
CAC	<p>After receiving notification that the District intends to interview the alleged victim, has 10 additional calendar days to conduct a forensic interview. 105 ILCS 5/22-85(g) (final citation pending), added by P.A. 101-531.</p>
Nondiscrimination Coordinator	<p>If the CAC does not conduct a forensic interview of the alleged victim within the 10 additional calendar days, proceeds with the District’s interview of the alleged victim. <u>Id.</u></p> <p>If the alleged victim is under 18 years old, makes a child advocate available to the alleged victim and allows the child advocate to be present during the interview. A child advocate may be a school social worker, a school or equally qualified psychologist, or a person in a position that ISBE has identified as an appropriate advocate for a student during a school’s investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i) (final citation pending), added by P.A. 101-531.</p> <p>Schedules regular follow-up calls to DCFS/law enforcement to inquire if the investigation of an incident has been suspended and/or is complete, including the outcome of the investigation. 105 ILCS 5/22-85(j), (k) (final citation pending), added by P.A. 101-531.</p>

Reviewed:
Adopted:
Revision Adopted:

NEW

Operational Services

Administrative Procedure – Grant Flexibility; Payment of Employee Salaries During a Pandemic

The Superintendent may implement this procedure, after consultation with the Board, when it is determined it would be in the best interests of the District to utilize federal or State agency grant flexibilities that allow continued payment of employee salaries and benefits from grant funds during a pandemic. This procedure shall be implemented consistent with District practices required by Board policies 5:200, *Terms and Conditions of Employment and Dismissal*, and 5:270, *Employment At-Will, Compensation, and Assignment*.

During a pandemic, federal and/or State agencies may take official action to temporarily allow the District (as a grant recipient) to continue to charge employee salaries and benefits to grant funds while the activities of a grant are closed in whole or in part because of a pandemic, when those payments are made consistent with the District's local practices for the payment of salaries and benefits to *similarly situated* employees paid from *other* funding sources (i.e., not tied to grant-funds) during a pandemic. The Districts will use this procedure to address the payment of salaries and benefits to grant-funded employees and similarly situated non-grant funded employees during a pandemic.

When school buildings are closed due to a pandemic, the Superintendent shall:

1. Consult with the Board to determine the extent to which continued payment of salaries and benefits will be made to the District's employees, pursuant to Board policies 3:40, *Superintendent*, 3:50, *Administrative Personnel Other Than the Superintendent*, 5:35, *Compliance with the Fair Labor Standards Act*, 5:200, *Terms and Conditions of Employment and Dismissal* and 5:270, *Employment At-Will, Compensation, and Assignment*, and consistent with the following:
 - a. Laws, regulations, federal or State or local emergency declarations, executive orders, and agency directives;
 - b. Collective bargaining agreements and any bargaining obligations; and
 - c. The terms of any grant under which an employee is being paid.
2. When permitted by the terms of any grant or related regulatory flexibility, and in consultation with the Board, ensure that the District continues to charge to the respective grants payment of the salaries and benefits to grant-funded employees when payment of salary and benefits is also being made to similarly situated non-grant funded employees.
3. Consult with the Board Attorney for guidance on the continued payment of salaries and benefits for grant-funded employees and similarly situated non-grant funded employees and any related legal obligations, such as collective bargaining.
4. Make recommendation(s) to the Board about the continued payment of grant-funded and similarly situated non-grant funded employees' salary and benefits during the emergency closure.
5. Regularly report to the Board regarding the payment of grant-funded and similarly situated non-grant funded employees and the work being performed by those employees during the period of the emergency closure.

Reviewed:
Adopted:
Revisions Adopted:

**Glen Ellyn School District 41
FOIA Report
May 5 - 19, 2020**

Date Received	Date of Response	Request Summary	FOIA Officer Time	Admin Time	Attorney Contacted
		No requests received this period.			



School District Payment Order

The Treasurer of Glen Ellyn School District 41 in DuPage County, has paid or shall pay to the order of the attached list of vendors for accounts payable and payroll liability checks the sum of \$728,779.78 for the period of May 6, 2020 through May 19, 2020.

This order authorizes the Treasurer to pay board-approved bills before the meeting minutes are officially approved.

By order of the School Board of Glen Ellyn District 41.

Order Date: May 25, 2020

President

Secretary

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
557712	05/15/2020	AFSCME	1,442.04	Multiple Invoices
557761	04/01/2020	HEALTHPRO REHABILITA	-8,932.00	MANUAL VOID - [REDACTED] Services 2/10/2020 to 2/28/2020 [REDACTED] services 2/3/2020 to 2/6/2020
557761	04/01/2020	HEALTHPRO REHABILITA	8,932.00	INCORRECT VENDOR - [REDACTED] [REDACTED] Services 2/10/2020 to 2/28/2020 [REDACTED] services 2/3/2020 to 2/6/2020
557761	05/07/2020	HEALTH PRO REHABILIT	-8,932.00	VOID - [REDACTED] Services 2/10/2020 to 2/28/2020 [REDACTED] services 2/3/2020 to 2/6/2020
558054	05/07/2020	COMMONWEALTH EDISON	101.41	CH ELECTRIC 3/13-4/13
558055	05/07/2020	HEALTH PRO REHABILIT	8,932.00	VOID - [REDACTED] Services 2/10/2020 to 2/28/2020 [REDACTED] services 2/3/2020 to 2/6/2020
558056	05/14/2020	VERIZON WIRELESS	472.55	CELL PHONES 3/27-4/26
558057	05/19/2020	A RELIABLE PRINTING	260.00	Programs for Hadley Graduation
558058	05/19/2020	ACI SPECIALTY BENEFIT	55.44	ACI Specialty Benefits - July Services
558059	05/19/2020	ARMBRUST PLUMBING IN	705.40	HD SERV CALL
558060	05/19/2020	BIOMETRICS IMPRESSIO	60.00	Fingerprints
558062	05/19/2020	BMO MASTERCARD	4,812.84	April 2020 Statements
558063	05/19/2020	BRIDGES FOR LANGUAGE	90.00	Translating
558064	05/19/2020	CLARE WOODS ACADEMY	10,416.24	April 2020 private tuition for 2 students
558065	05/19/2020	CORRECT ELECTRIC	360.00	AL SERV CALL
558066	05/19/2020	DISCOVERY BENEFITS	216.75	FSA MONTHLY FEE
558067	05/19/2020	ERIKSSON ENGINEERIN	200.00	Professional services for AL drainage
558068	05/19/2020	EXTRA SPACE STORAGE	717.00	STORAGE RENTAL 5/22
558069	05/19/2020	FERGUSON	64.84	ASST REPAIR PARTS
558070	05/19/2020	FILTER SERVICES INC	9,340.00	DISPOSABLE MASKS COVID
558071	05/19/2020	[REDACTED]	87.55	LUNCH REFUND
558072	05/19/2020	FORMS TECH INC	218.00	Wrestling tourney brackets 2020
558073	05/19/2020	GIANT STEPS	5,667.63	April 2020 private tuition Invoice #041-0420E and credit of 1 day in March 2020
558074	05/19/2020	GLENOAKS THERAPEUTIC	3,832.92	April 2020 private tuition Invoice #TDS-S-4294
558075	05/19/2020	GOPHER SPORT	300.60	PE Equipment and Supplies, Badminton Net System & floor Tape from Gopher Sports, Quote# 550681
558076	05/19/2020	GRAYBAR ELECTRIC CO	3,097.92	LIGHTING
558077	05/19/2020	GREEN ASSOCIATES	2,902.28	Summer 2020 Capital Projects Professional Services
558078	05/19/2020	HADLEY JUNIOR HIGH S	11,346.95	REIMBURSEMENTS-REFUNDS OF 8TH GRADE FEES AND LUNCH ACCOUNT
558079	05/19/2020	HEALTH PRO REHABILIT	9,702.00	services provided April 2020 - [REDACTED]
558080	05/19/2020	JOZEF, SANDRA	250.00	Accompaniment of March 5 Choral Concert

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
558081	05/19/2020	JS FORT GROUP INC	6,400.00	Student Lunch Distribution During School Closure
558082	05/19/2020	K2 AWARDS & APPAREL	109.54	Those Who Excel Plaques
558085	05/19/2020	KAGAN & GAINES INC	2,160.50	Instrument repairs
558086	05/19/2020	LANGUAGE DYNAMICS GR	313.60	Story Champs
558087	05/19/2020	LARSON EQUIPMENT & F	3,605.00	Purchase 10 KI model RUZ20E Ruckus single post-Cantiliever Desks for the special education rooms at Hadley
558088	05/19/2020	LIBRARY SKILLS INC	331.68	library shelf markers to improve signage in our Everyone Fiction section
558089	05/19/2020	MARQUARDT SCHOOL DIS	22,303.95	APRIL STUDENT LUNCH DISTRIBUTION DURING SCHOOL CLOSURE
558090	05/19/2020	NEW HOPE ACADEMY	3,891.42	April 2020 private tuition, Invoice #420W32
558091	05/19/2020	OLIVE GROVE LANDSCAP	20,864.22	May landscaping all bldgs
558092	05/19/2020	OMNI	109.50	403B FEE
558093	05/19/2020	ORKIN LLC	1,942.42	Multiple Invoices
558094	05/19/2020	OVERDRIVE	1,000.00	ebook content order
558095	05/19/2020	PIONEER VALLEY BOOKS	412.50	Books for CH Elementary
558096	05/19/2020	QUINLAN & FABISH MUS	486.44	Music and instrument repairs
558097	05/19/2020	RIVEREDGE HOSPITAL	144.00	March 2020 hospital instruction for 1 student, invoice #20202049. Balance of 6 days (please refer to approved req# 81900206/Invoice #2020907 for first invoice of 3 days) out of 9 total.
558098	05/19/2020	ROSCOE CO	1,137.24	Mop Service
558099	05/19/2020	SAFELITE FULFILLMENT	417.97	REPLACEMENT WINDSHIELD 2016 FORD
558100	05/19/2020	SHERWIN WILLIAMS CO	60.54	Paint
558101	05/19/2020	SHRED-IT	89.09	APRIL DISPOSAL
558102	05/19/2020	SKYWARD INC	800.00	WebEx Training
558103	05/19/2020	SOARING EAGLE ACADEM	8,704.52	April 2020 private tuition, Invoice #20181
558104	05/19/2020	VILLAGE OF GLEN ELLY	2,654.85	District water
558105	05/19/2020	VT SERVICES INC	860.00	Laptop repairs
558106	05/19/2020	WAREHOUSE DIRECT	4,110.15	Multiple Invoices
558107	05/19/2020	WEATHERGUARD ROOFING	147.00	CH ROOF REPAIR
558108	05/19/2020	F.E. MORAN, INC	35,445.00	FG SR HVAC
558109	05/19/2020	FQC	6,732.00	FG SR PROJECT MANAGEMENT
558110	05/19/2020	LAKE SHORE GLASS & M	2,671.00	FG SR ALUM/GLASS/GLAZING
558111	05/19/2020	A LAMP CONCRETE CONT	5,008.00	HD SR DEMOLITION/SITE CONCRETE/SITE UTILITES/ASPHALT PAVING/LANDSCAPING
558112	05/19/2020	BREEZY HILL NURSERY	15,270.00	HD LANDSCAPING/FENCING
558113	05/19/2020	ECS MIDWEST	931.00	HD TESTING SERVICES
558114	05/19/2020	ELENS & MAICHIN ROOF	17,055.00	HD ROOFING/SHEET METAL
558115	05/19/2020	HARGRAVE BUILDERS IN	3,143.00	HD SR ¹⁴⁶ ENTRY-GEN TRADES
558116	05/19/2020	LA FORCE	3,808.00	HD HOLLOW METAL/WOOD DOORS/FINISH HARDWARE

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
558117	05/19/2020	PACE SYSTEMS INC	21,122.00	HD ELECTRICAL/LOW VOLTAGE
201900340	05/15/2020	ILL MUNICIPAL RETIRE	37,056.66	Multiple Invoices
201900341	05/15/2020	ILLINOIS DEPT OF REV	54,457.90	Multiple Invoices
201900342	05/15/2020	INTERNAL REV SERVICE	186,306.03	Multiple Invoices
201900343	05/15/2020	T H I S	25,009.53	Multiple Invoices
201900344	05/15/2020	TEACHERS RETIREMENT	110,926.57	Multiple Invoices
201900345	05/15/2020	OMNI	44,882.70	Multiple Invoices
201900346	05/15/2020	EXPERT PAY	2,417.00	Payroll accrual
201900347	05/15/2020	DISCOVERY BENEFITS	4,827.52	Multiple Invoices
201900348	05/15/2020	ILLINOIS DEPT OF REV	46.15	Payroll accrual
201900349	05/15/2020	INTERNAL REV SERVICE	48.74	Multiple Invoices
201900350	05/15/2020	T H I S	31.71	Multiple Invoices
201900351	05/15/2020	TEACHERS RETIREMENT	140.84	Multiple Invoices
201900352	05/15/2020	TEACHERS RETIREMENT	1,091.56	
201900353	05/18/2020	REV TRAK	103.93	REV TRAK
201900354	05/18/2020	TASC	471.45	ADM FEE
Totals for checks			728,779.78	

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	Education Fund	401,371.37	11,336.00	82,644.33	495,351.70
20	Operations & Maintenance Fund	10,478.36	0.00	54,929.50	65,407.86
40	Transportation Fund	65.93	0.00	0.00	65.93
50	Social Security/Medicare Fund	31,916.46	0.00	0.00	31,916.46
51	Ill Municipal Retirement Fund	24,852.83	0.00	0.00	24,852.83
61	Construction	0.00	0.00	111,185.00	111,185.00
***	Fund Summary Totals ***	468,684.95	11,336.00	248,758.83	728,779.78

***** End of report *****

INVOICE

April 20, 2020

Glen Ellyn Sch Dist 41
793 N Main Street
Glen Ellyn, IL 60137

ATTN:

Invoice Number: 0701510-2004

Invoice Amount: \$ 4,812.84

This invoice amount represents the total balances of all Corporate Card accounts for the billing period ending April 20, 2020.

Your payment is due **May 17, 2020**.

Payment will be automatically withdrawn from your bank account if your organization has pre-arranged payment. If not, please remit payment by electronic means or by mailing a cheque for the Invoice amount to the appropriate address below. Payments must be sent with a detailed breakdown of how the payment needs to be applied, including the 16 digit card numbers and the total amount to be paid to each individual card.

BMO Harris Accounts	Diners Club Accounts
Payment By Mail	Payment By Mail
BMO Harris P.O. Box 5732 Carol Stream, IL 60197-5732	Diners Club P.O. Box 5732 Carol Stream, IL 60197-5732
Payment By Overnight Delivery	Payment By Overnight Delivery
BancTec c/o BMO Harris Bank Attn: Lockbox 5732 2012 Corporate Lane, Suite 108 Naperville, IL 60563	BancTec c/o BMO Harris Bank Attn: Lockbox 5732 2012 Corporate Lane, Suite 108 Naperville, IL 60563

If you have any questions regarding this invoice or supporting documents, please contact Corporate Client Services:

BMO Harris Accounts	Diners Club Accounts
By Phone: 1-855-825-9234	By Phone: 1-800-2-DINERS (1-800-234-6377)
By e-mail: corporate.clientservices@bmo.com	By e-mail: dinersclub.service@bmo.com

Thank you for your continued business.



Please attach a copy of this invoice or the information below this line with your cheque payment.

Glen Ellyn Sch Dist 41
793 N Main Street
Glen Ellyn, IL 60137

Invoice Number: 0701510-2004
Amount Paid: \$ 4,812.84
Payment Due Date: May 17, 2020

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Account Information

Name	Billing Account 022636	Corporation	Glen Ellyn Sch Dist 41
Employee ID	██████████	Account Status	Open

Statement Highlights

Statement Date (MM/DD/YYYY)	04/20/2020	Currency	US Dollar
Account #	██████████	Payment Due Date (MM/DD/YYYY)	05/17/2020
Account Limit	175,000.00	Minimum Payment	4,812.84
Account Balance	4,812.84		

* Balance for this account includes transactions incurred by individual card accounts

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split	Tax	Total Tax	Amount
Memo										
General Ledger Codes										
343168877	04/09/2020	04/09/2020		AUTOMATIC PYMT RECEIVED			N			-11,769.73

Transaction Count: 1

Statement Summary

Purchases	4,812.84	Fees	0.00	Payments	-11,769.73	Previous Balance	11,769.73
Cash Advances	0.00			Adjustments	0.00	Total Credits	-12,552.89
Other Charges	0.00					Total Debits	5,596.00
						New Account Balance	4,812.84

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Account Information

Name	Devine, Robert	Corporation	Glen Ellyn Sch Dist 41
Employee ID	██████████	Account Status	Open

Statement Highlights

Statement Date (MM/DD/YYYY)	04/20/2020	Currency	US Dollar
Account #	██████████		
Account Limit	4,000.00		
Account Balance	1,040.74		

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split	Tax	Total Tax	Amount
Memo	General Ledger Codes									
341889347	03/23/2020	03/20/2020	5200	MENARDS GLENDALE HEIGH GLENDALE HEIG IL	073315		N		0.00	18.13
342413388	03/30/2020	03/27/2020	5542	SHELL OIL 57444090401 GLEN ELLYN IL	008490		N		1.63	21.40
342621338	04/01/2020	03/31/2020	5533	NAPA STORE 3018018 VILLA PARK IL	052031	725366	N		0.00	79.66
342621337	04/01/2020	03/31/2020	5533	NAPA STORE 3018010 GLEN ELLYN IL	019058	548029	N		8.07	108.98

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split	Tax	Total Tax	Amount
Memo					General Ledger Codes					
342898524	04/06/2020	04/04/2020	5099	PAYPAL WESTERNBIDI	4029357733 FL 044878	75377397	N		41.25	541.25
343255747	04/10/2020	04/09/2020	5999	OSI UNITEDSTATESFLAG PA	877-734-2458 091291	000000000000000000	N		8.64	138.27
343574452	04/16/2020	04/14/2020	5542	SHELL OIL 57444090401 IL	GLEN ELLYN 022327		N		1.76	23.05
343574453	04/16/2020	04/15/2020	9402	USPS PO 1631320138 IL	GLEN ELLYN IL 027741	None	N		0.00	110.00

Transaction Count: 8

Statement Summary

Purchases	1,040.74	Fees	0.00	Payments	0.00	Previous Balance	0.00
Cash Advances	0.00			Adjustments	0.00	Total Credits	0.00
Other Charges	0.00					Total Debits	1,040.74
						New Account Balance	1,040.74

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Account Information

Name	Gajewski, Eleni	Corporation	Glen Ellyn Sch Dist 41
Employee ID	██████████	Account Status	Open

Statement Highlights

Statement Date (MM/DD/YYYY)	04/20/2020	Currency	US Dollar
Account #	████████████████████		
Account Limit	1,000.00		
Account Balance	-32.88		

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split	Tax	Total Tax	Amount
Memo										
General Ledger Codes										
342213456	03/26/2020	03/25/2020	5942	AMZN MKTP US AMZN.COM/BILL WA		113-6817612-96954	N		-2.74	-46.68

342413389	03/30/2020	03/26/2020	5964	OTC BRANDS INC OMAHA NE	000000		N	SST	-7.15 (e)	-122.49
								CST	0.00 (e)	
								LST	-0.86 (e)	

342536640	03/31/2020	03/31/2020	5942	AMZN MKTP US RT4FS1C03 AMZN.COM/BILL WA	000301	113-0537419-05106	N		0.81	13.80

343025129	04/07/2020	04/04/2020	5964	OTC BRANDS INC OMAHA NE	072240		N		0.00	122.49

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split	Tax	Total Tax	Amount
Memo	General Ledger Codes									
343168878	04/09/2020	04/08/2020	8299	REG OFFICE OF EDUC P 630-4075800 IL	051678	1725828	N	SST	11.76 (e)	200.00
								CST	0.00 (e)	
								LST	0.00 (e)	

343574454	04/16/2020	04/08/2020	8299	REG OFFICE OF EDUC P 630-4075800 IL	000000	1725828	N	SST	-11.76 (e)	-200.00
								CST	0.00 (e)	
								LST	0.00 (e)	

Transaction Count: 6

Statement Summary

Purchases	-32.88	Fees	0.00	Payments	0.00	Previous Balance	0.00
Cash Advances	0.00			Adjustments	0.00	Total Credits	-369.17
Other Charges	0.00					Total Debits	336.29
						New Account Balance	-32.88

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Account Information

Name	Kaczkowski, Melissa	Corporation	Glen Ellyn Sch Dist 41
Employee ID	████	Account Status	Open

Statement Highlights

Statement Date (MM/DD/YYYY)	04/20/2020	Currency	US Dollar
Account #	████████████████		
Account Limit	10,000.00		
Account Balance	105.00		

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split	Tax	Total Tax	Amount
Memo	General Ledger Codes									
342213457	03/26/2020	03/24/2020	8699	ILLINOIS PRINCIPALS AS SPRINGFIELD IL	066883	2020-03-24-WEB-00	N	SST	14.11 (e)	250.00
								CST	7.90 (e)	
								LST	2.26 (e)	

342704967	04/02/2020	03/25/2020	8299	REG OFFICE OF EDUC P 630-4075800 IL		1725828	N	SST	-11.47 (e)	-195.00
								CST	0.00 (e)	
								LST	0.00 (e)	

343664630	04/17/2020	04/16/2020	8299	IASB 217-5289688 IL	093481		N	SST	2.82 (e)	50.00
								CST	1.58 (e)	
								LST	0.45 (e)	

Transaction Count: 3

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Statement Summary

Purchases	105.00	Fees	0.00	Payments	0.00	Previous Balance	0.00
Cash Advances	0.00			Adjustments	0.00	Total Credits	-195.00
Other Charges	0.00					Total Debits	300.00
						New Account Balance	105.00

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Account Information

Name	Krehbiel, Erika	Corporation	Glen Ellyn Sch Dist 41
Employee ID	██████████	Account Status	Open

Statement Highlights

Statement Date (MM/DD/YYYY)	04/20/2020	Currency	US Dollar
Account #	██████████		
Account Limit	5,000.00		
Account Balance	2,884.00		

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split	Tax	Total Tax	Amount
Memo					General Ledger Codes					
343025125	04/07/2020	04/04/2020	7339	HOUSE OF GRAPHICS , IN CAROL STREAM IL	053679		N		213.63	2,884.00

Transaction Count: 1

Statement Summary

Purchases	2,884.00	Fees	0.00	Payments	0.00	Previous Balance	0.00
Cash Advances	0.00			Adjustments	0.00	Total Credits	0.00
Other Charges	0.00					Total Debits	2,884.00
						New Account Balance	2,884.00

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Account Information

Name	Mackovic, Ilija	Corporation	Glen Ellyn Sch Dist 41
Employee ID	██████████	Account Status	Open

Statement Highlights

Statement Date (MM/DD/YYYY)	04/20/2020	Currency	US Dollar
Account #	██████████		
Account Limit	4,000.00		
Account Balance	540.61		

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split	Tax	Total Tax	Amount
Memo	General Ledger Codes									
343347834	04/13/2020	04/09/2020	5200	MENARDS GLENDALE HEIGH GLENDALE HEIG IL	029622		N		0.00	32.87
343499013	04/15/2020	04/13/2020	5200	MENARDS GLENDALE HEIGH GLENDALE HEIG IL	005661		N		0.00	266.96
343499014	04/15/2020	04/13/2020	5200	MENARDS GLENDALE HEIGH GLENDALE HEIG IL	050147		N		0.00	50.97
343664629	04/17/2020	04/15/2020	5200	MENARDS GLENDALE HEIGH GLENDALE HEIG IL	069928		N		0.00	116.71

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split Tax	Total Tax	Amount
343778149	04/20/2020	04/16/2020	5200	THE HOME DEPOT #1943 CAROL STREAM IL	060377	0	N	0.00	73.10

Transaction Count: 5

Statement Summary

Purchases	540.61	Fees	0.00	Payments	0.00	Previous Balance	0.00
Cash Advances	0.00			Adjustments	0.00	Total Credits	0.00
Other Charges	0.00					Total Debits	540.61
						New Account Balance	540.61

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Account Information

Name	Mackowiak, Denise	Corporation	Glen Ellyn Sch Dist 41
Employee ID	██████████	Account Status	Open

Statement Highlights

Statement Date (MM/DD/YYYY)	04/20/2020	Currency	US Dollar
Account #	██████████		
Account Limit	15,000.00		
Account Balance	234.29		

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split	Tax	Total Tax	Amount
Memo	General Ledger Codes									
342296173	03/27/2020	03/26/2020	5942	AMAZON.COM AMZN.COM/BILL WA		113-3188182-54466	N	SST	-1.18 (e)	-19.99
								CST	-0.65 (e)	
								LST	0.00 (e)	

343025127	04/07/2020	04/06/2020	5733	J.W. PEPPER 8003456296 PA	063313	CREDIT CARD	N		0.00	155.61

343025126	04/07/2020	04/06/2020	5733	J.W. PEPPER 8003456296 PA	028562	CREDIT CARD	N		0.00	44.89

343025128	04/07/2020	04/06/2020	5733	J.W. PEPPER 8003456296 PA	004792	CREDIT CARD	N		0.00	53.78

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Statement Summary

Purchases	234.29	Fees	0.00	Payments	0.00	Previous Balance	0.00
Cash Advances	0.00			Adjustments	0.00	Total Credits	-19.99
Other Charges	0.00					Total Debits	254.28
						New Account Balance	234.29

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Account Information

Name	Rodriguez, Sarah	Corporation	Glen Ellyn Sch Dist 41
Employee ID	██████████	Account Status	Open

Statement Highlights

Statement Date (MM/DD/YYYY)	04/20/2020	Currency	US Dollar
Account #	██████████		
Account Limit	5,000.00		
Account Balance	-199.00		

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split	Tax	Total Tax	Amount
Memo					General Ledger Codes					
341889348	03/23/2020	03/19/2020	8299	SCHOLASTIC BOOK FAIRS 888-412-9124 FL	554550	C4503088455	N	SST	-11.16 (e)	-199.00
								CST	0.00 (e)	
								LST	-1.86 (e)	
									-13.02 (e)	

Transaction Count: 1

Statement Summary

Purchases	-199.00	Fees	0.00	Payments	0.00	Previous Balance	0.00
Cash Advances	0.00			Adjustments	0.00	Total Credits	-199.00
Other Charges	0.00					Total Debits	0.00
						New Account Balance	-199.00

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Account Information

Name	Scarmardo, David	Corporation	Glen Ellyn Sch Dist 41
Employee ID	██████████	Account Status	Open

Statement Highlights

Statement Date (MM/DD/YYYY)	04/20/2020	Currency	US Dollar
Account #	██████████		
Account Limit	10,000.00		
Account Balance	108.46		

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split	Tax	Total Tax	Amount
Memo										
General Ledger Codes										
342898523	04/06/2020	04/03/2020	5542	BP#9170945BP WASH-NQPS GLEN ELLYN IL	099526		N		4.29	56.35
343778150	04/20/2020	04/19/2020	5542	BP#9170945BP WASH-NQPS GLEN ELLYN IL	093120		N		3.97	52.11

Transaction Count: 2

Statement Summary

Purchases	108.46	Fees	0.00	Payments	0.00	Previous Balance	0.00
Cash Advances	0.00			Adjustments	0.00	Total Credits	0.00
Other Charges	0.00					Total Debits	108.46
						New Account Balance	108.46

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Account Information

Name	Tellez, Javier	Corporation	Glen Ellyn Sch Dist 41
Employee ID	██████████	Account Status	Open

Statement Highlights

Statement Date (MM/DD/YYYY)	04/20/2020	Currency	US Dollar
Account #	██████████		
Account Limit	1,000.00		
Account Balance	63.81		

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split	Tax	Total Tax	Amount
Memo										
General Ledger Codes										
342296172	03/27/2020	03/26/2020	5542	EXXONMOBIL 99224362 GLENDALE HEIG IL	025068		N		0.00	53.01
343092973	04/08/2020	04/06/2020	5200	THE HOME DEPOT #1943 CAROL STREAM IL	090531	SHOP	N		0.00	10.80

Transaction Count: 2

Statement Summary

Purchases	63.81	Fees	0.00	Payments	0.00	Previous Balance	0.00
Cash Advances	0.00			Adjustments	0.00	Total Credits	0.00
Other Charges	0.00					Total Debits	63.81
						New Account Balance	63.81

Account Statement Report

Reporting Period: 03/21/2020 -- 04/20/2020

Account Information

Name	Wood, Mike	Corporation	Glen Ellyn Sch Dist 41
Employee ID	██████████	Account Status	Open

Statement Highlights

Statement Date (MM/DD/YYYY)	04/20/2020	Currency	US Dollar
Account #	██████████		
Account Limit	5,000.00		
Account Balance	67.81		

Tran ID	Post Date	Tran Date	MCC	Description	Auth #	Customer Code	Split	Tax	Total Tax	Amount
Memo					General Ledger Codes					
342621339	04/01/2020	04/01/2020	5734	SCREENCONNECT SOFTWARE 8134635795 FL	007978		N	SST	3.75 (e)	67.81
								CST	0.00 (e)	
								LST	1.56 (e)	
									5.31 (e)	

Transaction Count: 1

Statement Summary

Purchases	67.81	Fees	0.00	Payments	0.00	Previous Balance	0.00
Cash Advances	0.00			Adjustments	0.00	Total Credits	0.00
Other Charges	0.00					Total Debits	67.81
						New Account Balance	67.81



Monthly Summary Report Overview Revenue & Expenditures April 2020

Attached please find an updated spreadsheet demonstrating the current year's month and fiscal year to date revenues and expenditures versus the previous fiscal year. This updated presentation will hopefully provide the board with greater clarity when reviewing the monthly results of operations. The results will be summarized below.

Revenues:

All Funds (Except Referendum)

To date, expressed as a percent of the district budget, revenues received year to date are 57.15% versus 51.37% of the budget from a year ago.

Revenues are greater in the areas of:

- Property Taxes (50.06% versus 43.92%)
- Personal Property Taxes (105.56% versus 81.19%)
- Tuition (113.33% versus 46.81%)
- Field Trip/Bus Fees (100.00% versus 34.37%)
- Student Fees (100.44% versus 91.48%)
- Donations/Misc Revenue (160.07% versus 16.00%)
- Unrestricted State Funds (81.97% versus 81.96%)

Revenues are less in the areas of:

- Interest Earnings (145.15% versus 668.22%)
- Food Services (93.67% versus 94.84%)
- Restricted State Funds (54.65% versus 87.30%)
- Federal Funds (62.75% versus 89.88%)
- Fund Transfers (100.00% versus 100.00%)

Referendum

109.67% versus 423.11% of the budget from a year ago.

Revenues are greater in the areas of:

- N/A

Revenues are less in the areas of:

- Interest Earnings (109.67% versus 423.11%)
- Donations/Misc Revenue (0.00% versus 0.00%)
- Property Taxes (0.00% versus 0.00%)
- Personal Property Taxes (0.00% versus 0.00%)
- Tuition (0.00% versus 0.00%)
- Food Services (0.00% versus 0.00%)
- Field Trip/Bus Fees (0.00% versus 0.00%)
- Student Fees (0.00% versus 0.00%)
- Federal Funds (0.00% versus 0.00%)
- Fund Transfers (0.00% versus 0.00%)
- Unrestricted State Funds (0.00% versus 0.00%)
- Restricted State Funds (0.00% versus 0.00%)

Expenditures:

All Funds (Except Referendum)

76.55% versus 72.42% of the budget from a year ago.

Expenditures are greater in the areas of:

- Purchase Services (79.89% versus 71.46%)
- Supplies (69.94% versus 66.47%)
- Capital Outlay (92.11% versus 65.39%)
- Tuition (100.80% versus 72.17%)

Expenditures are less in the areas of:

- Salaries (70.15% versus 70.73%)
- Benefits (71.43% versus 72.01%)
- Dues & Fees (57.44% versus 65.36%)
- Principal/Interest payments (100.00% versus 100.00%)
- Judgements (0.00% versus 0.00%)
- Fund Transfers (100.00% versus 100.00%)

Referendum

93.06% versus 58.35% of the budget from a year ago.

Expenditures are greater in the areas of:

- Purchase Services (107.28% versus 103.24%)
- Supplies (33.76% versus 20.80%)
- Capital Outlay (97.18% versus 57.37%)

Expenditures are less in the areas of:

- Salaries (0.00% versus 0.00%)
- Benefits (0.00% versus 0.00%)
- Dues & Fees (0.00% versus 0.00%)
- Principal/Interest payments (0.00% versus 0.00%)
- Tuition (0.00% versus 0.00%)
- Fund Transfers (0.00% versus 0.00%)
- Judgements (0.00% versus 0.00%)

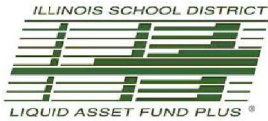
Glen Ellyn School District 41
Monthly Revenue/Expenditure Summary Report
Comparing April 2019 Fiscal Year to Date to April 2020

Revenues

Function	Category	April-19	Fiscal Year to Date April 2019	Revenue Budget 2018-2019	Percent of Budget Received	April-20	Fiscal Year to Date April 2020	Revenue Budget 2019-2020	Percent of Budget Received	
All Funds (Except Referendum)										
1100	Property Taxes	\$0	\$20,470,246	\$46,610,712	43.92%	\$0	\$23,671,669	\$47,283,907	50.06%	
1200	Personal Property Taxes	\$230,603	\$747,548	\$920,711	81.19%	\$240,242	\$971,584	\$920,441	105.56%	
1300	Tuition	\$6,250	\$78,507	\$167,700	46.81%	\$0	\$66,865	\$59,000	113.33%	
1400	Field Trip/Bus Fees	\$1,052	\$10,655	\$31,000	34.37%	\$0	\$0	\$0	100.00%	
1500	Interest Earnings	\$104,037	\$695,619	\$104,100	668.22%	\$9,308	\$737,371	\$508,000	145.15%	
1600	Food Services	\$36,370	\$293,049	\$309,000	94.84%	\$171	\$280,999	\$300,000	93.67%	
1700	Student Fees	\$5,457	\$348,673	\$381,150	91.48%	\$165	\$359,087	\$357,500	100.44%	
1900	Donations/Misc Revenue	\$8,791	\$121,803	\$761,250	16.00%	\$0	\$137,263	\$85,750	160.07%	
3000	Unrestricted State Funds	\$238,422	\$2,146,156	\$2,618,672	81.96%	\$238,784	\$2,149,406	\$2,622,172	81.97%	
3100	Restricted State Funds	\$587,404	\$1,107,792	\$1,268,941	87.30%	\$0	\$727,574	\$1,331,343	54.65%	
4000	Federal Funds	\$204,967	\$968,300	\$1,077,295	89.88%	\$186,430	\$1,163,475	\$1,854,067	62.75%	
7000	Fund Transfers	\$0	\$1,810,000	\$1,810,000	100.00%	\$0	\$3,151,000	\$3,151,000	100.00%	
Grand Total		\$1,423,354	\$28,798,346	\$56,060,531	51.37%	\$675,101	\$33,416,292	\$58,473,180	57.15%	
Referendum										
1100	Property Taxes	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%	
1200	Personal Property Taxes	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%	
1300	Tuition	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%	
1400	Field Trip/Bus Fees	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%	
1500	Interest Earnings	\$16,067	\$275,021	\$65,000	423.11%	\$5,525	\$82,253	\$75,000	109.67%	
1600	Food Services	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%	
1700	Student Fees	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%	
1900	Donations/Misc Revenue	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%	
3000	Unrestricted State Funds	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%	
3100	Restricted State Funds	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%	
4000	Federal Funds	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%	
7000	Fund Transfers	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%	
Grand Total		\$16,067	\$275,021	\$65,000	423.11%	\$5,525	\$82,253	\$75,000	109.67%	
				168						

Expenditures

Object		April-19	Fiscal Year to Date April 2019	Expenditure Budget 2018-2019	Percent of Budget Expended	April-20	Fiscal Year to Date April 2020	Expenditure Budget 2019-2020	Percent of Budget Expended
All Funds (Except Referendum)									
100	Salaries	\$2,626,212	\$22,066,360	\$31,196,099	70.73%	\$2,629,390	\$22,513,700	\$32,093,740	70.15%
200	Benefits	\$529,494	\$4,523,732	\$6,282,238	72.01%	\$575,195	\$4,817,712	\$6,744,709	71.43%
300	Purchased Services	\$550,148	\$4,180,758	\$5,850,814	71.46%	\$501,897	\$4,432,079	\$5,547,948	79.89%
400	Supplies/Materials	\$193,816	\$1,516,289	\$2,281,112	66.47%	\$106,677	\$1,526,969	\$2,183,382	69.94%
500	Capital Outlay	\$89,477	\$2,119,296	\$3,241,087	65.39%	\$163,922	\$4,971,315	\$5,397,089	92.11%
640-642	Dues & Fees	\$12,563	\$64,435	\$98,591	65.36%	\$3,256	\$54,747	\$95,321	57.44%
610/620	Principal/Interest Payments	\$0	\$1,756,663	\$1,756,663	100.00%	\$0	\$1,755,663	\$1,755,663	100.00%
670/690	Tuition	\$103,306	\$1,466,109	\$2,031,445	72.17%	\$66,075	\$1,614,224	\$1,601,445	100.80%
650	Judgements	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%
660	Fund Transfers	\$0	\$1,810,000	\$1,810,000	100.00%	\$0	\$3,151,000	\$3,151,000	100.00%
Grand Total		\$4,105,016	\$39,503,642	\$54,548,049	72.42%	\$4,046,411	\$44,837,410	\$58,570,298	76.55%
Referendum									
100	Salaries	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%
200	Benefits	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%
300	Purchased Services	\$153,577	\$1,133,903	\$1,098,361	103.24%	\$54,062	\$1,041,262	\$970,563	107.28%
400	Supplies/Materials	\$161,194	\$182,798	\$878,817	20.80%	\$0	\$278,506	\$824,893	33.76%
500	Capital Outlay	\$956,860	\$9,579,010	\$16,696,887	57.37%	\$406,664	\$8,272,464	\$8,512,596	97.18%
640-642	Dues & Fees	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%
610/620	Principal/Interest Payments	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%
670/690	Tuition	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%
650	Judgements	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%
660	Fund Transfers	\$0	\$0	\$0	0.00%	\$0	\$0	\$0	0.00%
Grand Total		\$1,271,631	\$10,895,710	\$18,674,065	58.35%	\$460,726	\$9,592,232	\$10,308,052	93.06%



GLEN ELLYN SCHOOL DISTRICT #41

Statement Period
Apr 1, 2020 to Apr 30, 2020

CURRENT PORTFOLIO

Type	Code	Holding ID	Trade	Settle	Maturity	Description	Cost	Rate	Face/Par	Market Value
LIQ				04/30/20		LIQ Account Balance	\$696,542.11	0.630%	\$696,542.11	\$696,542.11
MAX				04/30/20		MAX Account Balance	\$9,081,863.72	0.710%	\$9,081,863.72	\$9,081,863.72
SDA	C	220768-1		04/30/20		Savings Deposit Account - CITIBANK	\$809.16	0.100%	\$809.16	\$809.16
SDA	1	221973-1		04/30/20		Savings Deposit Account - Bank OZK	\$7,036,125.62	0.700%	\$7,036,125.62	\$7,036,125.62
CD	N	254552-1	06/04/18	06/04/18	06/03/20	FARMERS AND MERCHANTS UNION BANK	\$237,500.00	2.511%	\$249,426.54	\$237,500.00
CD	N	254553-1	06/04/18	06/04/18	06/03/20	FIRST NATIONAL BANK	\$237,200.00	2.552%	\$249,306.08	\$237,200.00
CD	C	254554-1	06/04/18	06/04/18	06/03/20	FIRST INTERNET BANK OF INDIANA	\$3,787,300.00	2.510%	\$3,978,704.16	\$3,787,300.00
DTC	N	42449-1	06/04/18	06/13/18	06/15/20	UBS BANK USA (2.800%) 90348JCT5	\$249,000.00	2.800%	\$249,000.00	\$249,762.19
DTC	N	42452-1	06/04/18	06/22/18	06/22/20	BANK OF HOPE (2.700%) 062683AX5	\$249,000.00	2.700%	\$249,000.00	\$249,844.86
Totals for Period:							\$21,575,340.61		\$21,790,777.39	\$21,576,947.66

Weighted Average Portfolio Yield: 2.547 %
 Weighted Average Portfolio Maturity: 35.63 Days

Portfolio Summary:

Type	Allocation (%)	Allocation (\$)	Description
LIQ	3.23%	\$696,542.11	Liquid Class Activity
MAX	42.09%	\$9,081,863.72	MAX Class Activity
CD	19.75%	\$4,262,000.00	Certificate of Deposit
DTC	2.32%	\$499,607.05	Certificate of Deposit
SDA	32.61%	\$7,036,934.78	Savings Deposit Account

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments (excluding SDA investments).

"Cost" is comprised of the total amount you paid for the investment including any fees and commissions.

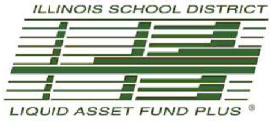
"Rate" is the Net Yield to Maturity.

"Face/Par" is the amount received at maturity.

"Market Value" reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and Commercial Paper and other assets for which market pricing is not readily available from a third-party pricing service are listed at "Cost".

Deposit Codes:

- 1) FHLB
- C) Collateral
- N) Single FEIN



GLEN ELLYN SCHOOL DISTRICT #41

Statement Period
Apr 1, 2020 to Apr 30, 2020

CURRENT PORTFOLIO

Type	Code	Holding ID	Trade	Settle	Maturity	Description	Cost	Rate	Face/Par	Market Value
LIQ				04/30/20		LIQ Account Balance	\$103,744.44	0.630%	\$103,744.44	\$103,744.44
MAX				04/30/20		MAX Account Balance	\$63,615.66	0.710%	\$63,615.66	\$63,615.66
Totals for Period:							\$167,360.10		\$167,360.10	\$167,360.10

Weighted Average Portfolio Yield: 0.000 %
 Weighted Average Portfolio Maturity: 0.00 Days

Portfolio Summary:

Type	Allocation (%)	Allocation (\$)	Description
LIQ	61.99%	\$103,744.44	Liquid Class Activity
MAX	38.01%	\$63,615.66	MAX Class Activity

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments (excluding SDA investments).

"Cost" is comprised of the total amount you paid for the investment including any fees and commissions.

"Rate" is the Net Yield to Maturity.

"Face/Par" is the amount received at maturity.

"Market Value" reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and Commercial Paper and other assets for which market pricing is not readily available from a third-party pricing service are listed at "Cost".



**FIFTH THIRD
SECURITIES**
Report: Accounting Report
Account: 53-Glen Ellyn SD #41 (96403)
As of: 04/30/2020

Settle Date	CUSIP	Description	Coupon Rate	Final Maturity	Coupon Frequency	Face Amount
---	CCYUSD	Receivable	0.000	04/30/2020	---	75.87
---	608919809	FEDERATED GOVT OBL CAP	0.040	04/30/2020	---	368,439.59
09/26/2018	795450W43	Sallie Mae Bank	3.100	09/27/2021	Semi-Annual	245,000.00
09/27/2018	88413QCC0	Third Federal Savings and Loan Association of Cleve	3.000	09/27/2021	Semi-Annual	245,000.00
09/28/2018	909557HR4	United Bankers' Bank	2.900	06/28/2021	Monthly	245,000.00
09/28/2018	92834CCJ9	VisionBank Of Iowa	2.950	03/29/2021	Monthly	245,000.00
09/28/2018	20786ACK9	ConnectOne Bank	2.900	03/29/2021	Monthly	245,000.00
10/02/2018	02905LBD6	American Plus Bank, N.A.	2.900	04/05/2021	Monthly	245,000.00
10/10/2018	06653ABU7	BankVista	2.750	07/10/2020	Monthly	245,000.00
10/10/2018	59013J3Y3	Merrick Bank Corporation	2.850	10/13/2020	Monthly	245,000.00
10/11/2018	628779FV7	NBT Bank, National Association	2.850	10/13/2020	Semi-Annual	245,000.00
10/12/2018	857894XY0	Stearns Bank National Association	2.850	10/13/2020	Monthly	245,000.00
10/16/2018	22766ADT9	CrossFirst Bank Leawood	2.850	10/16/2020	Monthly	245,000.00
10/17/2018	74163LAG6	Primebank (Le Mars, IA)	2.850	10/19/2020	Monthly	245,000.00
10/19/2018	410493DM9	Hanni Bank	2.750	07/20/2020	Monthly	245,000.00
08/08/2019	61760AE62	Morgan Stanley Private Bank, National Association	2.550	06/06/2022	Semi-Annual	245,000.00
08/08/2019	61690UGU8	Morgan Stanley Bank, N.A.	2.550	06/06/2022	Semi-Annual	245,000.00
08/14/2019	38149MEP4	Goldman Sachs Bank USA	2.050	08/15/2022	Semi-Annual	245,000.00
08/16/2019	17294XVK9	Citibank, N.A.	2.050	02/16/2022	Semi-Annual	245,000.00
08/23/2019	75472RAC5	Raymond James Bank, N.A.	1.900	08/23/2022	Semi-Annual	245,000.00
08/28/2019	87270LCR2	TIAA FSB Holdings, Inc.	1.950	08/26/2022	Semi-Annual	245,000.00
08/30/2019	06417NLX9	Bank OZK	1.750	08/31/2020	Monthly	245,000.00
08/30/2019	05581WZ65	BMO Harris Bank National Association	1.800	09/30/2020	Semi-Annual	245,000.00
09/05/2019	06051VL20	Bank of America, National Association	1.750	09/04/2020	Once at Maturity	245,000.00
09/06/2019	33767GAE8	FirstBank Puerto Rico	1.800	09/06/2022	Monthly	245,000.00
09/11/2019	78658Q7M9	Safra National Bank of New York	1.750	09/10/2020	Once at Maturity	245,000.00
09/23/2019	14042TBP1	Capital One Bank (USA), National Association	2.150	08/08/2022	Semi-Annual	245,000.00
09/26/2019	02007GLX9	Ally Bank	1.950	09/26/2022	Semi-Annual	245,000.00
09/27/2019	949763J98	Wells Fargo Bank, National Association	2.000	09/27/2021	Monthly	245,000.00
09/27/2019	29278TLV0	Enerbank USA Inc.	2.000	09/27/2022	Monthly	245,000.00
09/30/2019	14042RMT5	Capital One, N.A.	2.150	08/08/2022	Monthly	245,000.00
10/11/2019	05580ASU9	BMW Bank of North America Inc.	1.850	10/11/2022	Semi-Annual	245,000.00
10/24/2019	64971Q7G2	NEW YORK N Y CITY TRANSITIONAL FIN AUTH REV	3.250	11/01/2022	Semi-Annual	530,000.00
11/21/2019	73474TAG5	PORT MORROW ORE TRANSMISSION FACS REV	2.737	09/01/2021	Semi-Annual	500,000.00
11/27/2019	199098CX0	COLUMBUS-FRANKLIN CNTY OHIO FIN AUTH RESH & DEV RE	3.000	02/15/2022	Semi-Annual	225,000.00
12/13/2019	949495AA3	Wells Fargo National Bank West	1.800	12/13/2022	Monthly	245,000.00
12/19/2019	76222RYK2	RHODE ISLAND ST & PROVIDENCE PLANTATIONS	4.000	01/15/2022	Semi-Annual	250,000.00
02/07/2020	45383UJ2	Independent Bank	1.600	08/09/2021	Monthly	245,000.00
02/07/2020	70147ADL5	Parkside Financial Bank and Trust	1.700	08/08/2022	Monthly	245,000.00
02/11/2020	776322BB4	Rondout Savings Bank	1.600	02/11/2021	Once at Maturity	245,000.00
02/12/2020	020080BQ9	Alma Bank	1.650	08/12/2022	Monthly	245,000.00
02/12/2020	27002YEU6	EagleBank, Inc.	1.600	08/12/2022	Monthly	245,000.00
02/12/2020	065680QF0	Bank of the West	1.600	02/11/2021	Once at Maturity	245,000.00
02/13/2020	32117BDY1	First National Bank	1.700	08/13/2021	Monthly	245,000.00
02/14/2020	723605BT7	Pioneer Bank, SSB (Austin, TX)	1.600	08/16/2021	Semi-Annual	245,000.00
02/14/2020	33640VDG0	First Service Bank (Greenbriar, AR)	1.650	02/14/2023	Monthly	245,000.00
02/14/2020	149159PJ8	Cathay Bank	1.600	02/12/2021	Once at Maturity	245,000.00
02/18/2020	072623AY7	Bay State Savings Bank	1.600	02/18/2022	Semi-Annual	245,000.00
02/18/2020	87164DQP8	Synovus Bank	1.600	02/18/2022	Semi-Annual	245,000.00
02/19/2020	31944MAP0	First Carolina Bank	1.600	04/19/2021	Monthly	245,000.00
02/19/2020	319461CL1	First Choice Bancorp	1.650	02/21/2023	Once at Maturity	245,000.00
02/25/2020	58404DGF2	Medallion Bank	1.550	08/25/2022	Monthly	245,000.00
02/26/2020	554479DV4	Machias Savings Bank	1.550	02/26/2021	Monthly	245,000.00
02/27/2020	06279KFF7	Bank of India, New York Branch	1.550	02/24/2021	Once at Maturity	245,000.00
02/28/2020	46176PMV4	Investors Bank	1.600	02/28/2022	Semi-Annual	245,000.00
02/28/2020	549104NF0	Luana Savings Bank	1.500	02/28/2023	Semi-Annual	245,000.00
02/28/2020	649447TM1	New York Community Bank	1.600	02/28/2022	Semi-Annual	245,000.00
03/03/2020	554133FV5	Mabrey Bank	1.550	03/03/2021	Once at Maturity	245,000.00
03/04/2020	06251AZ29	Bank Hapoalim BM, New York Branch.	1.600	03/04/2021	Once at Maturity	245,000.00
03/09/2020	92937CJX7	WEX Bank	1.500	03/09/2022	Semi-Annual	245,000.00
03/11/2020	90348JSW1	UBS Bank USA	1.000	03/11/2022	Monthly	245,000.00
03/13/2020	84287PGE6	Southern First Bank	1.550	03/12/2021	Monthly	245,000.00
03/17/2020	590545WH8	MESA ARIZ UTIL SYS REV	5.000	07/01/2021	Semi-Annual	500,000.00
03/17/2020	64990AJG1	NEW YORK STATE DORMITORY AUTHORITY	2.700	03/15/2022	Semi-Annual	1,000,000.00
03/18/2020	131141AC7	The Callaway Bank	1.500	03/17/2023	Monthly	245,000.00
03/18/2020	383052EY9	Gorham Savings Bank	1.200	03/17/2023	Monthly	245,000.00
03/20/2020	033537AN1	Anderson Brothers Bank	1.500	09/20/2022	Monthly	245,000.00
03/20/2020	15201QCD7	Centerstate Bank Of Florida (Winter Haven, FL)	1.000	03/21/2022	Semi-Annual	245,000.00
03/20/2020	88241TGW4	Texas Exchange Bank, SSB	1.000	03/20/2023	Monthly	245,000.00
03/20/2020	45083ANT5	IBERIABANK CORP	0.900	03/20/2023	Semi-Annual	245,000.00
03/20/2020	31944ABM2	First Capital Bank (Bennettsville, SC)	1.100	03/20/2023	Monthly	245,000.00
03/24/2020	07815ABD8	Bell Bank	0.850	03/24/2023	Monthly	245,000.00
03/24/2020	957399DN5	WESTCHESTER ILL	3.000	12/01/2022	Semi-Annual	185,000.00
03/25/2020	531400DX4	LIBERTY TWP OHIO	4.000	12/01/2022	Semi-Annual	280,000.00
03/26/2020	05465DAH1	Axos Bank	1.550	03/27/2023	Monthly	245,000.00
03/26/2020	340569GW6	Florida Capital Bank, N.A.	1.000	03/27/2023	Monthly	245,000.00
03/27/2020	654062JK5	Nicolet National Bank	0.900	09/27/2022	Monthly	245,000.00
03/30/2020	62400PHU7	Mountain Commerce Bank (Knoxville, TN)	1.050	03/30/2023	Monthly	245,000.00
03/30/2020	947547LX1	WebBank Inc.	1.050	03/30/2023	Semi-Annual	245,000.00
03/31/2020	06607ABQ3	BankChampaign, National Association	1.000	03/31/2022	Once at Maturity	245,000.00
04/07/2020	02589AB92	AMERICAN EXPRESS NATIONAL BANK	1.450	04/10/2023	Semi-Annual	245,000.00
04/08/2020	084601XC2	Berkshire Bank	1.300	04/06/2023	Semi-Annual	245,000.00
04/20/2020	60685BGF2	Mizrahi Tefahot Bank, Ltd. (Los Angeles, CA)	0.900	06/30/2022	Monthly	245,000.00
04/30/2020	277695HN5	EASTON PA AREA SCH DIST	5.000	04/01/2022	Semi-Annual	500,000.00

Glen Ellyn School District 41
Treasurer's Report - Statement of Cash & Investments
April 2020

FUND	<i>*Cash & Investment Balance</i>	<i>Revenues</i>	Revenues	<i>Expenditures</i>	Expenditures	Transfers & Adjustments	<i>Cash & Investment Balance</i>	<i>Investments at Cost (Information Only)</i>
	<i>FY20 Beginning Balance</i>	<i>April</i>	July - June	<i>April</i>	July - June	YTD	4/30/2020	
Education	\$41,514,452	\$668,545	\$24,509,500	\$3,262,204	\$30,780,471	(\$3,868,590)	\$31,374,891	\$26,615,000
Operations and Maintenance	\$5,543,121	\$2,921	\$2,452,558	\$247,117	\$3,055,359	(\$1,553)	\$4,938,767	\$0
Debt Service	\$1,724,823	\$429	\$1,372,685	\$152,578	\$2,372,650	\$0	\$724,858	\$0
Transportation	\$1,181,745	\$557	\$1,173,690	\$274,044	\$1,412,722	(\$761)	\$941,952	\$0
Social Security	\$846,305	\$399	\$379,895	\$61,104	\$550,885	\$0	\$675,315	\$0
IMRF	\$621,580	\$311	\$326,717	\$49,364	\$422,580	\$0	\$525,717	\$0
Capital Projects	\$2,521,351	\$1,549	\$38,332	\$0	\$3,091,743	\$3,151,000	\$2,618,940	\$0
Referendum	\$9,692,035	\$5,525	\$82,253	\$460,726	\$9,592,232	\$0	\$182,055	\$0
Working Cash	\$632,327	\$381	\$10,978	\$0	\$0	\$0	\$643,305	\$0
Tort	\$13,497	\$9	\$938	\$0	\$0	\$0	\$14,435	\$0
Totals	\$64,291,236	\$680,625	\$30,347,545	\$4,507,137	\$51,278,642	(\$719,904)	\$42,640,235	\$26,615,000

**Unaudited Cash & Investment Balances (with adjustments for payable accruals)*

**Glen Ellyn School District 41
Summary of Bills and Payroll
April 2020**

Fund	Expenditures	Payroll	Total Expenditures
Education	\$ 281,191	\$ 2,981,013	\$3,262,204
Operations & Maintenance	134,490	112,627	247,117
Debt Service	152,578	-	152,578
Transportation	273,568	477	274,044
Social Security	-	61,104	61,104
IMRF	-	49,364	49,364
Capital Projects	-	-	-
Referendum Fund	460,726	-	460,726
Working Cash	-	-	-
Tort	-	-	-
TOTAL	\$ 1,302,553	\$ 3,204,584	\$ 4,507,137

Glen Ellyn School District 41

Ignite passion. Inspire excellence. Imagine possibilities.

793 North Main Street, Glen Ellyn, IL 60137



May 11, 2020 Regular Board Meeting Minutes

Illinois Governor JB Pritzker issued an executive order suspending the provisions of the Illinois Open Meetings Act (OMA) requiring or relating to in-person attendance by members of the public body and allowing remote (audio or video) meetings to be streamed to the public. In response to this order and in the best interest of the school community, the Board of Education meeting was conducted in a remote format via Zoom Video Conferencing

Call to Order

The May 11, 2020 regular meeting was called to order at 7:00 p.m.

Pledge of Allegiance

Mr. Loebach led in the Pledge of Allegiance.

Roll Call

The following Board members were in attendance via Zoom Conferencing: Jessica Buttimer, Ted Estes, Guillermo Guzman, Jason Loebach, Julie Hill, Bruce Currie, and Robert Bruno. Student Board members in attendance: Miss Abigail Herbold and Miss Ashlynn Kousgaard.

Also in attendance via Zoom: Superintendent Dr. Melissa Kaczowski, Assistant Superintendent of Finance, Facilities and Operations Eric DePorter, Assistant Superintendent of Teaching, Learning, and Accountability Dr. Katie McCluskey, Assistant Superintendent of Human Resources Marci Conlin, Director of Buildings and Grounds Dave Scarmardo, Chief Communications Officer Erika Krehbiel, and Director of Technology Mike Wood.

Superintendent Reports

Celebration Video: Dr. Kaczowski shared a video highlighting Teacher Appreciation Week created by Hadley students. Dr. Kaczowski thanked 8th grade students Ashley Kousgaard, Abbie Herbold, Drew Bennet and Maggie Fischer for their leadership in organizing the content of the video.

Recovery Plan: Dr. Kaczowski shared a draft template of the District's Recover Plan. She noted several of the details and processes that will be used in developing the Plan. Dr. Kaczowski noted that the work in creating the plan will be evolving over the next several weeks and months in collaboration with the DuPage County Health Department and Regional Office of Education.

Board Reports

Mr. Loebach reported on his participation with the ISBE Inclusion Sub-Committee.

Mrs. Buttimer reported on the work of the D41 KIDS Foundation and thanked community members for their support of District families through donations. She also thanked all the parents who contributed to the teacher appreciation celebrations.

In an effort to add to the end of year celebration of 8th graders, Board members Guzman, Hill, Buttimer and Bruno read poems written by Ms. Ali Tannenbaum's students. Poems titled Goodbye Hadley were written by students Makayla Heard, Marlie McCollam, Madeline Murin, and Luke Wyrick. (attached)

Student Board Reports

Miss Kousgaard reported on the various special education and inclusion events held at Hadley Jr. High throughout the school year.

Miss Herbold shared her insights on special education and inclusion during her time as a student in District 41.

Public Participation

No public comment was presented.

Discussion

Board Policy Revisions: The Board of Education Policy Committee examines the policy manual on a regular basis for revisions and updates that are necessary based on changes in Illinois law, Federal law, or to reflect the District's current practices. Laws and policies passed by the Illinois General Assembly, Congress, and regulatory agencies created a number of updates to Board policy. The Illinois Association of School Board (IASB) Policy Reference Education Subscription Service (PRESS) provides the District with suggested updates applying the revisions. The committee started a review PRESS Issue 103. PRESS Issue 103 was bundled to address the laws recently passed or reviewed in the last Illinois General Assembly session which affect school boards. The IASB recommendations for the [Veto Session](#) and [miscellaneous policies](#) were reviewed, revised and presented to the Committee for consideration. In addition to the PRESS recommendations, the Administration prepared recommendations for new policies related to [pandemic preparedness](#). In the interest of expediency and the state of our current conditions these pandemic recommendations will also be presented for action later in the meeting.

The Board discussed the recommendations noting their perspectives. Board members made recommendations to several policies that will be revised before being presented for action at the next meeting.

Action Items

Consent Agenda: *Board members Buttimer motioned and Loebach seconded to approve the consent agenda with employment recommendations on the personnel report, the school district payment order of April 22, 2020 to May 5, 2020, FOIA reports for the time period of April 22, 2020 to May 4, 2020, the regular and closed session meeting minutes of April 27, 2020 and the closed session meeting minute review as presented.*

On a roll call vote:

Aye: Buttimer, Loebach, Hill, Guzman, Estes, Currie, and Bruno

Nay: None

Present: None

Motion passed.

Superintendent Recommendations

Board Policy Revisions - Second Reading and Adoption: *Board members Buttimer motioned and Guzman seconded to accept and approve the board policy revisions as presented.*

Mr. Estes responded to comments made at the last meeting about how the Board approaches policies. He noted his opinions on how the Policy Committee and Board operates and the opportunities for Board members to propose changes to policies. Mr. Estes shared IASB's summary on policy development as outlined in *Coming To Order*. He also noted the importance of Board members communicating effectively to one another.

Mr. Currie stated that he had a problem with the revisions presented of exhibit 2:140E, Guidance for Board Member Communication Among Board Members and on Social Media. He stated that he felt it would be hard to implement and it limited Board members the ability to speak freely online.

Dr. Bruno stated that he felt it was important to be sensitive about how the Board communicates in any form.

Mr. Guzman agreed with Dr. Bruno and Mr. Estes and felt the language of the exhibit was appropriate and in-line with what he has read from other districts.

On a roll call vote:

Aye: Buttimer, Loebach, Hill, Guzman, Estes, and Bruno

Nay: Currie

Present: None

Motion passed.

Approve CASE Articles of Agreement: *Board members Buttimer motioned and Estes seconded to approve the resolution of CASE member Board of Education of Glen Ellyn Public Schools District 41 ratifying proposed amendments to the Cooperative Association for Special Education articles of joint agreement as presented.*

On a roll call vote:

Aye: Buttimer, Loebach, Hill, Guzman, Estes, Currie, and Bruno

Nay: None

Present: None

Motion passed.

Technology Recommendation - Firewall Replacement: *Board members Currie motioned and Loebach seconded to authorize Assistant Superintendent of Finance, Facilities and Operations Eric DePorter to enter into a contract with CDWG for the purchase of Palo Alto's firewall and internet content filtering solution for a cost of \$51,424.75. Administration will also recommend the purchase of professional services from CDWG not to exceed \$24,370.00 to be paid upon completion of the work. The total cost of the project will be \$75,794.75 to be paid from budgeted funds from the 2020/2021 technology budget.*

On a roll call vote:

Aye: Buttimer, Loebach, Hill, Guzman, Estes, Currie, and Bruno

Nay: None

Present: None

Motion passed.

Other

Proposed Illinois Association of School Board Resolutions: As the Board's representative to the Illinois Association of School Board (IASB) resolution committee, Mrs. Hill shared information on a proposal she would like the Board to consider submitting. The basis of the proposal centers on addressing gun violence in schools and advocating for an amendment to the law requiring the storage of firearms unlocked and accessible to minors under the age of 14. Mrs. Hill's proposal would ask for the minimum age to be raised to 18. The Board discussed Mrs. Hill's proposal providing their perspectives for consideration. The Board supported Mrs. Hill submitting a formal resolution proposal for the consideration of the Board. Additionally it was suggested that Mrs. Hill also contact the Glenbard feeder or surrounding districts to inquire if they too would be willing to support this resolution and submit it to IASB together.

Reaffirmation of Board Norms: Dr. Bruno stated that in June the Board was scheduled to participate in professional development with HumaneX. In preparation for this work, Dr. Bruno felt it was the appropriate time to reaffirm their commitment to the Board Norms approved last spring. He also suggested amending the format of the norms to be numbered in order for board members to quickly indicate when they felt board members were straying from the norms. Board members discussed the suggestion and agreed to the format change. Dr. Bruno will work with Dr. Kaczowski to develop a simple, non-intrusive process the Board can use to signal a stray from the norms.

Upcoming Meetings

- Tuesday, May 26, 2020, Regular Board Meeting, 7:00 p.m.
- Monday, June 8, 2020, Regular Board Meeting, 7:00 p.m

Future Agenda Items

Mr. Estes suggested a future discussion about adding language about “no surprises” to the Board norms.

Adjourn the Meeting

Board members Loebach moved and Guzman seconded to adjourn the May 11, 2020, regular Board of Education meeting at 8:38 p.m. Motion carried by unanimous voice vote.

Respectfully submitted,

Nancy Mogk, Board Recording Secretary

Dr. Robert Bruno, Board President

Jessica Buttimer, Board Secretary

Minutes approved: May 26, 2020



Board Report

Date: May 26, 2020

Title: Board Policy and Procedures Revisions-Second Reading and Adoption

Submitted by: Dr. Melissa Kaczowski, Superintendent

Strategic Priority 5: School Community Culture & Climate to further Enhance Student Learning: We will enhance a healthy, productive and collaborative relationship with school and district stakeholders.

Background: The Board of Education Policy Committee examines the policy manual on a regular basis for revisions and updates that are necessary based on changes in Illinois, Federal law, or to reflect the District's current practices.

PRESS Issue 103 is bundled to address the laws recently passed or reviewed in the last Illinois General Assembly session which affect school boards. The IASB recommendations are noted below with appropriate redlined policies attached. The Committee reviewed policies at the April 30, 2020 Policy meeting to have a better understanding of how the legislative changes may impact Board policies. In addition to the PRESS recommendations, a recommendation for a new administrative procedure related to pandemic preparedness was presented earlier in the meeting. In the interest of expediency and the state of our current conditions this recommendation is presented for action.

Discussion:

Veto Session: In November 2019, the Illinois General Assembly returned to Springfield for the Fall Veto Session to consider a mix of veto overrides, new proposals, and unfinished business from the spring. What resulted were three major pieces of legislation that impact school boards and the PRESS Policy Reference Manual PRM.

First, the Cannabis Regulation and Tax Act (CRTA), 410 ILCS 705/, was amended by P.A. 101-593, a trailer bill related to the legalization of recreational cannabis, to clarify workplace drug testing and other issues, including protections for Illinois employers' drug testing policies. It clarifies that the CRTA allows employers to maintain zero-tolerance drug-free workplace policies (there was concern because the Right to Privacy in the Workplace Act prohibits employers from disciplining employees for their use of *lawful products* off-the-clock). It also clarifies that employers may do reasonable and nondiscriminatory pre- and post-hiring and random drug tests for cannabis.

Second, Illinois provided a pro-labor response to the United States Supreme Court's June 2018 *Janus* decision (finding that public employees cannot be compelled to pay *fair share* union dues) with legislation amending the following statutes:

1. The Ill. Educational Labor Relations Act (IELRA), 115 ILCS 5/, amended by P.A. 101-620, (a) expands union access to employees during the work day, (b) requires employers to establish email policies in an effort to prohibit the use of its email system by outside sources, (c) prohibits districts from disclosing certain personal information of employees, and (d) requires districts to provide unions notice of any third party requests for such information.
2. The Freedom of Information Act, 5 ILCS 140/7.5, amended by P.A. 101-620, specifically exempts from disclosure the types of employee information now prohibited from disclosure under the IELRA.

3. Third, 10 ILCS 5/7-42 and 10 ILCS 5/17-15, amended by P.A. 101-624, eff. 6-1-20, provide that beginning on the 15th day before a primary, general, or special election or on the day of any such election, any student who is eligible to vote is entitled to be absent for two hours during the school day to vote. Districts may specify the hours during which eligible students may be absent from their schools.

The following PRESS materials have recommended changes:

5:120-AP1, Statement of Economic Interests for Employees

7:70, Attendance and Truancy

~~7:90, Release During School Hours~~

8:30, Visitors to and Conduct on School Property

8:110, Public Suggestions and Concerns

Miscellaneous: The following PRESS materials are updated due to miscellaneous legislative, administrative rule, clean-up, and/ or continuous review changes.

The following PRESS materials are included in this catch-all bundle:

5:35, Compliance with the Fair Labor Standards Act

5:35-AP1, Fair Labor Standards Act Exemptions

6:135-AP, Accelerated Placement Program Procedures

6:280, Grading and Promotion

Administrative Recommendations: The following modified PRESS materials are presented for review and immediate action.

4-180-AP 3, AP Grant Flexibility; Payment of Employee Salaries During a Pandemic

Other Information: Revisions noted at the May 11th Board meeting have been incorporated as appropriate.

Recommendation: Administration recommends the Board approve the policy revisions as presented

General Personnel

Administrative Procedure - Statement of Economic Interests for Employees

Date	Action
Upon initial employment	All employees who are required to file a <i>statement of economic interests</i> (see policy 5:120) must file such a <i>statement</i> upon initial employment if employed by May 1. 5 ILCS 420/4A-105(c).
On or before February 1, annually	Superintendent or designee shall certify to the appropriate county clerks a list of names and addresses of employees who are required to file a <i>statement of economic interests</i> (see policy 5:120). The list shall set out the names in alphabetical order by county of residence. The Superintendent or designee shall send the list to county clerks of the counties in which those employees reside, or if any employee resides outside of Illinois, to the county clerk of the county in which the District's principal office is located 5 ILCS 420/4A-106, 5, added by P.A. 101-121. <u>and amended by P.A. 101-617.</u>
On or before April 1, annually	County clerk of each county shall notify employees whose names have been certified to him or her of the requirements for filing <i>statement of economic interests</i> 5 ILCS 420/4A-1065, added by P.A. 101-121..
On or before May 1, annually	All employees who are required to file a <i>statement of economic interests</i> (see policy 5:120) must file a <i>statement of economic interests</i> with the county clerk of the county in which the employee resides (5 ILCS 420/4A-106.5), unless he or she has already filed a <i>statement</i> in relation to the District within the calendar year (5 ILCS 420/4A-105).
After January 1, 2011	Any county clerk who uses a system of Internet-based filing of economic interest statements must: (1) post the contents of statements, without the filers' addresses, that were filed using the Internet on a publicly accessible website, and (2) otherwise comply with 5 ILCS 420/4A-108. The times for the filing of statements of economic interests set forth in Section 4A-105 must be followed in any system of Internet-based filing.

Reviewed: May 17, 2004, August 2, 2010, September 2, 2015, February 24, 2020
Adopted: August 23, 2004
Revisions Adopted: March 9, 2020

Students

Attendance and Truancy

Definitions

~~**Truant**—A “truant” is a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof.~~

~~**Valid cause for absence**—A child may be absent from school because of illness, observance of a religious holiday, death in the immediate family, family emergency, situations beyond the student’s control as determined by the Building Principal or such other circumstances that cause reasonable concern to the parent/guardian for the student’s safety or health.~~

~~**Chronic or habitual truant**—A “chronic or habitual truant” is a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.~~

~~**Truant minor**—A child to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs, and other school and community resources have been provided and have failed to result in the cessation of chronic truancy or have been offered and refused.~~

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years of age (unless the child has graduated from high school), (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age.

–Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because his or her religion forbids secular activity on a particular day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student’s absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student, ~~as determined by the Board, voting pursuant to policy 7:90, Release During School Hours (10 ILCS 5/7-42 and 5/17-15),~~ other circumstances that cause reasonable concern to the parent/guardian for the student’s ~~mental, emotional or physical safety or~~ health, or safety, or other reason as approved by the Superintendent or designee

Absenteeism and Truancy

The Superintendent or designee shall develop diagnostic procedures for identifying the cause(s) of unexcused student absenteeism. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student’s absence is justified.
2. A protocol for excusing a student in grades 6 -through 8 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran

3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in ~~the School Code, Section 105 ILCS 5/~~ 26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem..
7. The identification of supportive services that may be offered to truant or chronically truant or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School*.
8. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement
- ~~8.9.~~ A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
- ~~9-10.~~ _____ A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
- ~~10-11.~~ _____ An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a chronic truant for his or her truancy unless available supportive services and other school resources have been provided to the student.
- ~~11-12.~~ _____ The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

LEGAL REF.: 105 ILCS 5/26-1 through 16.
705 ILCS 405/3-33.5. Juvenile Court Act if
23 Ill.Admin.Code §§1.242 and 1.290.

CROSS REF.: 5:100 (Staff Development Program) 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior); 7:340 (Student Records)

Reviewed: December 19, 2005, March 24, 2014, January 23, 2017, May 7, 2018

Adopted: February 27, 2006

Revisions: February 11, 2008, April 14, 2014, February 6, 2017, May 21, 2018

Community Relations

Visitors to and Conduct on School Property

The following definitions apply to this policy:

School Property School buildings and grounds, all District buildings and grounds, vehicles used for school purposes, and any location used for School Board Meeting, a school athletic event, or other school-sponsored or school-sanctioned events or activities.

Visitors - Any person other than an enrolled student or employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, participate in a screening and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians friends and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member must contact that staff member to make an appointment. Conferences with teachers are held outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall:

1. Strike, injure, threaten, harass, or intimidate a staff member, a Board member, sports official or coach, or any other person;
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language;
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device;
4. Damage or threaten to damage another's property;
5. Damage or deface school property;
6. Violate any Illinois law, or town or county ordinance;
7. Smoke or otherwise use tobacco products;
8. Distribute, consume, possess, distribute, or be impaired by or under the influence of alcoholic beverages, cannabis, other lawful product, or illegal drugs.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, Administering Medicines to Students, implementing *Ashley's Law*.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner);

12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the School Board;
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive;
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding; or
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee; or
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and the parent/guardian has notified the Building Principals of his or her presences at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion and notifies the Building Principal of his or her presence at the school, or
2. Has permission to be present from the School Board, Superintendent or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Exclusive Bargaining Representative Agent

Upon notifying the Building Principal's office, Authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District., upon notifying the Building Principal's office, may meet with a school employee (or group of employees) in the school building during free-times of such employees.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from school property. The person is also subject to being denied admission to school events or meetings for up to one calendar year.

Procedures to Deny Future Admission to School Events or Meetings

Before any person may be denied admission to school events or meetings as provided in this policy, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least 10 days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing,
2. A description of the prohibited conduct,
3. The proposed time period that admission to school events will be denied, and
4. Instructions on how to waive a hearing.

LEGAL REF.: Nuding v. Cerro Gordo Community Unit School Dist., 730 N.E.2d 96 (Ill.App.4, 2000).

20 U.S.C. §7181 *et seq.*, Pro-Children Act of 1994.
105 ILCS 5/10-20.5b, 5/22-33, 5/24-24, 5/24-25, and 5/27-23.7(a).
115 ILCS5/3(c), III. Educational Labor Relations Act
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
430 ILCS 66/, Firearm Concealed Carry Act.
410 ILCS 705/, Cannabis Tax and Regulation Act.
720 ILCS 5/11-9.3.

CROSS REF.: 4::170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

Reviewed: December 13, 2004, November 14, 2011, August 24, 2015, January 25, 2016,
January 13, 2020

Adopted: January 24, 2005

Revisions Adopted: December 19, 2005, February 01, 2010, November 28, 2011, August 24, 2015, February
8, 2016, January 27, 2020

Community Relations

Public Suggestions and Concerns

The School Board is interested in receiving suggestions and concerns from members to the community. Any individual may make a suggestion or express a concern by contacting any District or School office. Community members who e-mail the District or any District employee or board member are expected to abide by the standards in Board policy 9:00, *Acceptable Use of the Districts Electronic Resources*, and should, to the extent possible, limit their communications to relevant individuals. All suggestions and/or concerns will be referred to the appropriate level staff member or District administrator who is most able to respond in a timely manner. Each complaint or suggestion shall be considered on its merits.

An individual, not satisfied, may file a grievance under Board policy 2:260, Uniform Grievance Procedure. The Board encourages, but does not require, individuals to follow the channel of authority prior to filing a grievance. Neither this policy nor the *Uniform Grievance Procedure* creates an independent right to a hearing before the Board.

LEGAL REF.: 115 ILCS 5/14(c-5), Ill. Educational Labor Relations Act.

CROSS REF.: 2:140 (Communications to and from the Board), 2:230 (Public Participation at School Board Meetings), 2:260 (Uniform Grievance Procedure), 3:30 (Line and Staff Relations), 6:260 (Complaints About Curriculum, Instructional Materials and Programs), 8:10 (Connection with the Community)

Reviewed: December 13, 2004, November 14, 2011, September 26, 2016

Approved: January 24, 2005

Revisions: November 28, 2011, October 3, 2017

General Personnel

Compliance with the Fair Labor Standards Act

Job Classifications

The Superintendent will ensure that all job positions are identified as either “exempt” or “non-exempt” according to State law and the Fair Labor Standards Act (FLSA) and that employees are informed whether they are “exempt” or “non-exempt.” “Exempt” and “non-exempt” employee categories may include certificated and non-certificated job positions. All non-exempt employees, whether paid on a salary or hourly basis, are covered by minimum wage and overtime provisions.

Workweek and Compensation

The workweek for District employees will be in accordance with the AFSCME collective bargaining contract. Non-exempt employees will be compensated for all hours worked in a workweek including overtime. For non-exempt employees paid a salary, the salary is paid for a 40-hour workweek even if an employee is scheduled for less than 40 hours. “Overtime” is time worked in excess of 40 hours in a single workweek.

Overtime

A non-exempt employee shall not work overtime without his or her supervisor’s express approval. All supervisors of non-exempt employees shall: (1) monitor overtime use on a weekly basis and report such use to the business office, (2) seek the Superintendent or designee’s written pre-approval for any long term or repeated use of overtime that can be reasonably anticipated, (3) ensure that overtime provisions of this policy and the FLSA are followed, and (4) ensure that employees are compensated for any overtime worked. Accurate and complete time sheets of actual hours worked during the workweek shall be signed by each employee and submitted to the business office. The business office will review work records of employees on a regular basis, make an assessment of overtime use, and provide the assessment to the Superintendent. In lieu of overtime compensation, non-exempt employees may receive compensatory time-off, according to Board policy 5:310, *Compensatory Time-Off*.

Suspension Without Pay

No exempt employee shall have his or her salary docked, such as by an unpaid suspension, if the deduction would cause a loss of the exempt status. Licensed employees may be suspended without pay in accordance with Board policy 5:240, ~~*Professional Personnel—Suspension*~~. Non-licensed employees may be suspended without pay in accordance with Board policy 5:290, ~~*Educational Support Personnel—Employment Termination and Suspensions*~~.

Implementation

The Superintendent shall implement this policy to ensure FLSA compliance, including its required notices to employees. In the event of a conflict between the policy and State or federal law, the latter shall control.

LEGAL REF.: 820 ILCS 105/4a.
Fair Labor Standards Act, 29 U.S.C. §201 et seq., 29 C.F.R. Parts 516, 541, 548, 553, 778, and 785.

CROSS REF.: 5:240 (Suspension), 5:290 (Employment Termination and Suspensions),
5:310 (Compensatory Time-Off)

Reviewed: May 17, 2004, August 2, 2010, November 5, 2018, February 10, 2020

Adopted: August 23, 2004

Revisions Adopted: November 19, 2018, February 24, 2020

General Personnel

Administrative Procedure - Fair Labor Standards Act Exemptions

Important – The Superintendent or designee should contact the Board Attorney for application of the Fair Labor Standards Act to specific situations. The information contained in this procedure, and any information provided in the hyperlinks contained in it, should be confirmed with the Board Attorney before its application to a specific situation.

Overview

- An exempt employee in Illinois is “any employee employed in a bona fide executive, administrative or professional capacity, ... as defined by or covered by the Federal Fair Labor Standards Act of 1938 and the rules adopted under that Act, as both exist on March 30, 2003, but compensated at the amount of salary specified [current federal rules].” 820 ILCS 105/4a.
- According to the U.S. Dept. of Labor’s (DOL’s) rules, “[t]o qualify as exempt executive, administrative or professional employee,... an employee must be compensated on a salary basis at a rate of not less than \$684 per week.” 29 C.F.R. §541.600.
- Guidance on the DOL’s website includes:
Exemptions from overtime pay provisions: www.dol.gov/elaws/esa/flsa/screen75.asp
Exempt vs. non-exempt status of a particular job: www.dol.gov/elaws/esa/flsa/overtime/jobs

FLSA Exemption Category	Staff Positions
Non-covered persons	Independent contractors Volunteers Trainees (e.g., s Student teachers) who: (1) receive academic credit for their work experience, (2) do not displace regular employees, (3) work under close supervision, and (4) are not entitled to a job at the end of their training.
Executive employees	Superintendent Associate/Assistant Superintendents Directors Supervisors Other department managers
Administrative employees	Building Principals Assistant Principals <u>Data systems analysts or computer programmers involved in obtaining solutions to complex business problems:</u> <u>www.dol.gov/agencies/whd/fact-sheets/17e-overtime-computer</u> District level technology staff Other certificated administrative staff
Professional employees	Teachers Counselors Registered nurses

	Media coordinators Other non-supervising certificated staff
Non-exempt employees	Secretaries <u>(includes administrative assistants)</u> Receptionists Bookkeepers Cafeteria workers <u>Crossing guards</u> Before/after school program workers Technology aides Custodians Maintenance workers Teacher aides, paraprofessionals, and assistants

Reviewed: May 17, 2004

Adopted: August 23, 2004

Revisions Adopted: January 24, 2005, August 2, 2010

Instruction

Administrative Procedure - Accelerated Placement Program Procedures

The District's Accelerated Placement Program (APP) places qualified students in an educational setting that includes curriculum usually reserved for students who are older or in higher grades than the student, and is implemented by the Superintendent or designee. 105 ILCS 5/14A.

This administrative procedure contains four sections as follows:

1. Definitions
2. Referral Process
3. Evaluation Process
4. Eligibility Determination

Definitions

Accelerated placement is the placement of a student in an educational setting with curriculum that is usually reserved for students who are older or in higher grades than the student. Accelerated placement includes, but may not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject, and grade acceleration.

Early entrance to kindergarten is the admission to kindergarten of a student who: (a) is assessed for and meets the District's readiness standards to attend school; and (b) -will not be five years of age on or before September 1 of that school term; ~~or (b) is admitted prior to the dates established in the School Code based upon an assessment of his or her readiness to attend school.~~

Early entrance to first grade is the admission to first grade of a student ~~who: (a) is~~ who is assessed for and meets the District's readiness standards to attend school. A student may, but is not required to, have, attended a non-public preschool and continued his or her education at that school through kindergarten, ~~was and been~~ taught in kindergarten by an appropriately certified teacher. A student who is younger than six upon starting first grade but who was admitted early to kindergarten does not need to be reevaluated prior to admission to first grade, and will attain the age of six years on or before December 31; or (b) is admitted prior to the dates established in the School Code based upon an assessment of his or her readiness to attend school.

~~*Single-Individual*~~ or double subject acceleration (Accelerated and Enriched Curriculum (AEC), Gifted Literacy or Gifted Math) is the practice of assigning a student to a specific content area at a higher subject instructional level than is typical, given the student's age/grade, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas. It may be accomplished by either: (a) physically moving the student to a higher level class for instruction; or (b) using higher level curricular or study materials in the student's current classroom.

[See current matrix posted here](#)

Whole Grade acceleration is the practice of assigning a student to a higher grade level than is typical, given the student's age, on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities ~~in all subject areas~~. Commonly referred to as *skipping* a grade, grade acceleration may be done at the beginning of or during the school term.

Referral Process

Actor	Action
<p>Parent(s)/Guardian(s), Licensed Educational Professionals, Student (with written consent of a parent/guardian).</p> <p>In addition to the above-noted individuals, referrals for possible early entrance to kindergarten or first grade may also come from: Preschool Educator, Non-public Kindergarten Teacher, Pediatrician, or Psychologist who knows the student.</p>	<p>Refers a student for possible evaluation for accelerated placement using the process set forth in this procedure.</p>
<p>Assistant Superintendent of Teaching, Learning & Accountability, Building Principal, or designee</p>	<p>Within ten school days after receiving a referral, determines whether an evaluation for accelerated placement is warranted.</p> <p>To determine whether an evaluation is warranted, may review existing data about the student, utilize screening data, and conduct preliminary procedures such as observation of the student, consultation with the teacher or other individual making the request, and a conference with the student.</p> <p>Provides the student’s parent(s)/guardian(s) with written or oral notification of the referral determination. For cases not warranting an evaluation, the process ends here. For cases warranting an evaluation, proceed to Evaluation Process, below.</p>
<p>Parent/Guardian</p>	<p>Provides written or oral consent to conduct the evaluation.</p>

Evaluation Process

Actor	Action
<p>Assistant Superintendent of Teaching, Learning, and Accountability Building Principal, or designee</p>	<p>Convenes an Evaluation Team (consisting of District Educators) having the knowledge and skills necessary to:</p> <ol style="list-style-type: none"> 1. Identify multiple valid, reliable indicators¹ to use during the evaluation; See current matrix posted here. 2. Identify appropriate assessment instruments; 3. Administer said assessments; and 4. Interpret evaluation results. <p>The composition of the team may vary depending upon the type of acceleration requested and other relevant factors.</p>
<p>Evaluation Team</p>	<p>Identifies multiple valid, reliable indicators and any assessment instruments appropriate to use during the evaluation.</p> <p>Prepares a written document identifying the evaluation components. This may occur without a meeting.</p>

¹

Assistant Superintendent of Teaching, Learning & Accountability, Building Principal, or designee	Provides parent(s)/guardian(s) with written or oral notification of the Evaluation Team's conclusions regarding the evaluation components and requests parent(s)/guardian(s)' written consent to conduct the evaluation.
Evaluation Team	Completes the evaluation before the next school year begins. Ensures the evaluation is nondiscriminatory and follows policy 7:10, <i>Equal Educational Opportunities</i> .
Assistant Superintendent of Teaching, Learning & Accountability	If the student is not found eligible for the APP, provides parent(s)/guardian(s) the right to appeal the eligibility determination, within five school days after receiving the determination, by submitting a written request to the Assistant Superintendent of Teaching, Learning and Accountability.

Reviewed: August 6, 2018
Approved: August 20, 2018
Revisions:

Instruction

Grading and Promotion

The Superintendent or designee shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance on the standardized tests required by the ~~based on~~ III State Board of Education (ISBE) Illinois Partnership for Assessment of Readiness for College and Careers (PARCC), and/ or other local assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. The final grade assigned by the teacher cannot be changed by a District administrator without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.: 105 ILCS 5/2-3.64, 5/10-20.9a, 5/10-21.8, and 5/27-27.
~~23 Ill. Admin. Code §1.440.~~

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School)
6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program)
7:50 (School Admissions and Student Transfers To and ~~From~~ Non-District Schools)

Reviewed: February 27, 2006, March 24, 2014, January 25, 2016

Adopted: May 15, 2006

Revisions Adopted: September 15, 2008, April 14, 2014, February 8, 2016

Instruction

Grading and Promotion

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- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade,
- An inappropriate grade based on an appropriate grading system, or
- As otherwise appropriate.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.: 105 ILCS 5/2-3.64, 5/10-20.9a, 5/10-21.8, and 5/27-27.
~~23 Ill. Admin. Code §1.440.~~

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School)
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Reviewed: February 27, 2006, March 24, 2014, January 25, 2016

Adopted: May 15, 2006

Revisions Adopted: September 15, 2008, April 14, 2014, February 8, 2016

NEW

Operational Services

Administrative Procedure – Grant Flexibility; Payment of Employee Salaries During a Pandemic

The Superintendent may implement this procedure, after consultation with the Board, when it is determined it would be in the best interests of the District to utilize federal or State agency grant flexibilities that allow continued payment of employee salaries and benefits from grant funds during a pandemic. This procedure shall be implemented consistent with District practices required by Board policies 5:200, *Terms and Conditions of Employment and Dismissal*, and 5:270, *Employment At-Will, Compensation, and Assignment*.

During a pandemic, federal and/or State agencies may take official action to temporarily allow the District (as a grant recipient) to continue to charge employee salaries and benefits to grant funds while the activities of a grant are closed in whole or in part because of a pandemic, when those payments are made consistent with the District's local practices for the payment of salaries and benefits to *similarly situated* employees paid from *other* funding sources (i.e., not tied to grant-funds) during a pandemic. The Districts will use this procedure to address the payment of salaries and benefits to grant-funded employees and similarly situated non-grant funded employees during a pandemic.

When school buildings are closed due to a pandemic, the Superintendent shall:

1. Consult with the Board to determine the extent to which continued payment of salaries and benefits will be made to the District's employees, pursuant to Board policies 3:40, *Superintendent*, 3:50, *Administrative Personnel Other Than the Superintendent*, 5:35, *Compliance with the Fair Labor Standards Act*, 5:200, *Terms and Conditions of Employment and Dismissal* and 5:270, *Employment At-Will, Compensation, and Assignment*, and consistent with the following:
 - a. Laws, regulations, federal or State or local emergency declarations, executive orders, and agency directives;
 - b. Collective bargaining agreements and any bargaining obligations; and
 - c. The terms of any grant under which an employee is being paid.
2. When permitted by the terms of any grant or related regulatory flexibility, and in consultation with the Board, ensure that the District continues to charge to the respective grants payment of the salaries and benefits to grant-funded employees when payment of salary and benefits is also being made to similarly situated non-grant funded employees.
3. Consult with the Board Attorney for guidance on the continued payment of salaries and benefits for grant-funded employees and similarly situated non-grant funded employees and any related legal obligations, such as collective bargaining.
4. Make recommendation(s) to the Board about the continued payment of grant-funded and similarly situated non-grant funded employees' salary and benefits during the emergency closure.
5. Regularly report to the Board regarding the payment of grant-funded and similarly situated non-grant funded employees and the work being performed by those employees during the period of the emergency closure.

Reviewed:
Adopted:
Revisions Adopted:



DRAFT

Statement of Resolution:

Be it resolved that the Illinois Association of School Boards shall: support and advocate for legislation which strengthens child safe gun storage laws in the state of Illinois, requiring gun owners to store firearms, whether they are loaded or unloaded, in a securely locked container, if a person under the age of 18 is likely to gain access to the weapon without permission.

Statement of Rationale:

Illinois currently prohibits any person from storing or leaving his or her firearm unlocked and accessible to a minor under the age of 14 if that person knows or has reason to believe that the minor under the age of 14 who does not have a Firearm Owner's Identification ("FOID") card is likely to gain access to the firearm and the minor causes death or great bodily harm with that firearm. Research indicates that strong child access prevention laws decrease unintentional shootings, suicides, and school shootings. Between 70% and 90% of guns used in school shootings perpetrated by shooters under the age of 18 were acquired from the home or the homes of relatives or friends. Furthermore, more than half of gun owners store at least one gun unsafely, without any locks or other safe storage measures. In fact, nearly a quarter of all gun owners report storing all of their guns in an unlocked location in the home. While some data suggests that gun owners with children in the home are slightly more likely than other gun owners to store firearms safely, roughly 4.6 million minors live in homes with loaded, unlocked firearms.

Fifty eight percent of school shooters were current or former students, staff, faculty, or school resource officers. Because these perpetrators are part of the school, they are also familiar with active shooter protocols within the district, and can plan accordingly. Illinois's current safe storage laws only apply to children up to age 14. A study by Education Week, whose findings were reported in an article in their magazine in April 2019 says, "Finally, schools can make it harder for students to act upon violent intent. Sensible security upgrades are part of this, but more important may be tackling the availability of guns. Our data show that 80 percent of school shooters get their guns from family members, most often parents and grandparents, since they are too young to purchase them themselves."

Knowing how school shooters gain access to their guns and the likelihood that they are familiar with the school and have easy access to guns compels us to advocate for raising the safe storage age limit to 18 to capture the school-aged population in our public K-12 schools.